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HERE is a solid chain connecting the human race with the nebular hypothesis. In fact, what we term civilization is the continuation of the development that began in the nebulous mass untold ages ago. The materials that compose our earth, oceans, the atmosphere, the living beings and plants, the planets, the stars, and even the visiting comets,—have a common origin. Underlying all, and moving all that we see and the vaster invisible that exists is a mysterious and boundless energy that "operates unspent." Of this, Mr. Herbert Spencer says: "Amid the mysteries which become the more mysterious the more they are thought about, there will remain the one absolute certainty that we are ever in the presence of an infinite and eternal energy and from which all things proceed."

The energy that once rested in one central orb was distributed, and appears now in part in the animal and vegetable life on this planet of ours; it has a form in our food, it makes a part, for a time, of our bodies and brains. The consideration of the vastness and mysteriousness of this ever-present and ever-changing and never-lessening energy, presents conceptions which far surpass anything that Milton was bold enough to imagine. We are a part of this energy; or, it resides within us for a time. All around us are exhibitions of this energy.

The conservation of energy, the doctrine that distinguishes the last half of the nineteenth century from all others, teaches us that this energy may appear according to circumstances as motion, chemical affinity, cohesion, electricity, light, and magnetism; that it may be transformed from one of these forms into any of the others. Our education is really but an attempt to interpret the manifestations of the energy of the universe, and the human mind is not satisfied until it traces it to its source. The more we learn, the more we are sure to feel there is one everlasting source of all phenomena.

The teacher is an interpreter of the universe to the child, and as such he has to lead him to see that there is

"A spirit that impels
All thinking things, all objects of all thought,
And rolls through all things."

He who is not religious is not a teacher. It cannot be said that education is one thing and religion another. All things turn toward God as the sunflower turns toward the source of light and heat. Religion and science are one in origin and spirit. The highest philosophy is religion; the highest teaching is religion.

The fourth year of the New York University School of Pedagogy came to a close on June 9, and degrees were conferred by the chancellor; twenty-two received the degree of Master of Pedagogy: eight received the degree of Doctor of Pedagogy.

This school is the only one of its kind in the world; it is the first case where a university recognizes the efforts of those who desire to make serious advancement in the philosophic regions of theoretical education.

It began in discussions held around the editorial desk of THE SCHOOL JOURNAL; enthusiastic readers of THE JOURNAL encouraged the experiment; it was started; it met the approbation of those who gathered; money was contributed so that it has a fund of \$50,000; several broad-minded women assured an increase of \$10,000; and it stands to-day a great landmark, indicating a serious effort to advance education to its rightful rank among the learned professions.

While this is the immediate end, another and nobler one is to make the work of the school-room more efficient and cause it to be done with a deeper sense of responsibility.

As the season for closing the schools approaches, invitations to attend the closing ceremonies thicken upon the editorial desk. Would that it were possible to attend each and every one of these! What congregations of resolute boys and bright-eyed girls! How earnest each is to do well! That Webster's eloquence will be poorly portrayed, and that Longfellow's verse badly comprehended is certain, but what of that? The occasion marks the termination of a half year of serious work; it is planting the yearly educational milestone. To this gathering the parents come feeling that the school can do for their children infinitely better than they can; the people testify by their presence that the school ranks next to the church.

Congratulations to every teacher who gathers her pupils about her at this festive season! Let the girls be arrayed in their white dresses, and let the boys bring garlands of flowers and deck the school-room walls. No matter how neglected the school-house may be, make this occasion a joyful one—because *teacher and pupils have been banded together for good during the quickly passing months.*

"The World's Columbian Exposition" is certain to be a great success; probably one-half of the teachers of this country will visit it. It will be a good place to get new ideas concerning education; those who doubt whether the new education is abroad in the land, will be convinced when they visit this exposition. The publishers will have space there, and welcome friends from whom they have often heard, but whom they have never seen.

Examinations and School Government.

By W. H. LOVE, Buffalo, N. Y.

(These extracts from a paper read by Supt. W. H. Love, of Buffalo, before the "Women Teachers' Association" of that city, make in a bold and incisive way some statements generally omitted by superintendents. Evidently this man is not hedging for re-election. "Ye have made my Father's house a den of thieves," was said 1900 years ago, in the portico of an edifice dedicated by the most religious nation on the face of the earth. It is because we make education a business for the pupil instead of a duty he owes himself that the above features appear.)

Because of a wrong conception of the mission of term examinations, many of our teachers allow some of the most corrupting influences to become the bane of the school system. They have been, and are yet, sources of dishonesty that threaten to undermine the healthy growth of the pupils' moral nature. If all the evil tendencies that spring from them could be recapitulated, they would fill a book that would embrace so much moral turpitude that a thoughtful person would shudder at the gamut of deceitful and dishonest practices therein covered. I do not refer to the possibilities of trickery on the part of the pupil, while contesting the examination. They may be reduced to an inconsiderable extent by the watchfulness of the instructor. But that which meets with my severest condemnation is the dishonest effort put forth by the pupil to pass the examination goal, that has unfortunately become—in the minds of many well-meaning teachers—the end and the all of our present system of instruction. . . . As a means of ascertaining the progress of the pupil, examinations are of great service; but the very moment they become the object of a child's work in school, you give them a status that they do not deserve, that unjustly raises them to an eminence that falsifies their proper mission. Striving for false standards is morally wrong. Pursuing consciously a wrong end, when we can as well exert ourselves to accomplish a legitimate one, is palpable dishonesty. Let your efforts be honest, then, and see to it that your pupils worship no false Gods. They are quick to perceive your shortcomings and only too readily fall into your way of thinking and acting. Let your end be a proper one, and the pupil following your right example will eschew any tendency to a pursuance of illegitimate objects.

In the management of our school-rooms there are errors that cannot but bring in their train the most deplorable results; unfortunately, they are frequently found in the school-room; namely, the very great abuse of authoritative restraints,—the teacher acting solely as a policeman, as the editor of THE SCHOOL JOURNAL puts it in his manual on School Government. It is so much the custom to surround the pupils with high walls to keep them in bounds, that the opinion is forced upon one that they are beings to be governed in about the same way that we would govern a non-thinking animal. To judge from their treatment of them, some teachers proceed upon the theory that they are to be always subject to the will of another. This is all wrong. They fail to keep in mind the fact that their pupils must soon pass from their charge, and away from their restraints.

How very essential is it then that their self-governing power be developed, so that, when the limiting walls are razed, they shall not, in the enjoyment of their unfettered freedom, become the sport of capricious and devastating whirlwinds to force them upon the alluring strand of temptation, hopeless and miserable wrecks of manhood and womanhood. Let us ever remember that it is the future more than the present that demands the best of our thought and action in the moral as well as in the intellectual training of pupils.

Each pupil needs a different method. A mother when asked how she trained her seven boys replied that she had seven methods. There is another requisite which for want of a better word is called "gumption," and a good motto for a teacher is this: "Grace, grit, and gumption." A teacher must have a steadfastness that will yield to no obstacles, and he must be progressive. More important than all other requirements is character. "Reputation is what we are thought to be, but character is what we are."

Atmosphere of the School-Room.

By MARY G. MARSHALL, Kansas City, Mo.

When Wordsworth, Southey, and Coleridge became disgusted with the "conventionalities of the literature of that day," they went to the Westmoreland and Cumberland Lake region and were styled in *derision*, "The Lake Poets." Yet from this atmosphere of hill, dell, and lake, Wordsworth was ranked first, even in *his lifetime*, "in poetry of nature and human life."

An artist whether in music or painting may have "the inward fire," may study with teachers at home, but he will ever hunger for the atmosphere of art abroad, where he may drink in with ear and eye the works of the world-famed in their native haunts.

Peter the Great, when desiring to introduce into Russia the progress being made by other nations, went *himself* into the ship yards, worked as a *laborer*, till he had mastered the art right in the atmosphere where all the yards, timbers, water, rope and tar—the jargon of the place—breathed of ships.

From the study of biography, we find that environment has much to do in forming taste and character. Shakespeare's truths came from the atmosphere of his early life, such knowledge only being found with childhood and youth spent largely among green fields, and by the hedgerows and lanes of the country. We, in cities, cannot have the meadows, the lanes, the hills among which to roam, but we can have the works of nature brought to us, in a measure, by gleaning from those who can carry us with them in their word pictures. I fear many of us are like Sir Launfal, go far afield when the flower can be found at our door.

The curtains for the windows may be unbleached muslin, trimmed neatly, the stitches perhaps noticeable and made by girls; tied back, to give grace, with cord and tassels made by the boys. The cord may be a trifle soiled with the "Mother Earth" from a rough boy's hand, but "We made them!" is such a comfort. A small collection from each will put pictures on the walls, cultivating the taste. Plants in the windows, needing care, will respond with smiles in shape of blossoms, and will add to the atmosphere of the room. A question from an observant one, "Why do you put water in the saucers instead of on the plants?" will give rise to a new world of discovery, the world of botany and growth so applicable to school life. The satisfied glance around tells the story of "*liking* our room."

Then will come the necessary routine of schoolwork in this homelike atmosphere following the laws of the universe—order, exactness and each in its season. All can be lightened and brightened by the stores from mythology, history, biography, and literature. The seed must be sown; "what shall the harvest be?"

"The work is laid

Before our feet that shall come after us.

We may not stay to watch if it will speed."

Many pupils with an innate love for knowledge, hunger and thirst for the atmosphere in which to grow, even as the artist yearns for the "home of the arts." If they be furnished with it in the school-room, many dire complaints of mind and body will be held in abeyance, perhaps utterly destroyed. A healthy, growing mind, like a strong and vigorous plant will throw off the diseases and pests incident to sickly delicate ones. Michael Angelo saw in the block of marble, rough though it was, the *beautiful* he was to produce, so we teachers should strive to be such artists, should live in such clear atmosphere that we can see, in each child, the full rounded man or woman moulded into shape, so moulded, so carved, that he will be fit to grace the "halls of our God."

It seemed necessary, in the world of progress,—even the inch or two made by Russia—for her ruler to become as one who earned his bread that he could enter into and inhale the atmosphere of advancement. Mental progress means the like work. The school-room is a miniature world and should have its sun, should be surrounded with an atmosphere. How often is the sun of the room reflected in that atmosphere! The teacher should be the sun,

irradiating all, diluting the oxygen of facts with the needed nitrogen so that proper nourishment may follow. When the air of the room becomes foul with superabundance of carbonic acid gas, we open the windows, and if it be possible, send the pupils for a run in the open air. So with the mental atmosphere when it becomes torpid from overstudy, lack of proper training, or none, it is well to open wide the windows of the soul, let in some living truth to dissipate the mists, or take a run in the pure fields of literature, after which all will return invigorated, refreshed and ready for growth. The bracing, healthful air of the school-room is due to the teacher's being earnest and bright, the pupils responding to that warmth and brightness, growing and expanding, reaching out their mental branches, even as plants in the warm rays of the sun. Perhaps now and then, clouds may gather, may come quite close, may pass over, leaving the air murky with misunderstanding. The lightning may flash from bright eyes; the mutterings of "she" this or that, be heard; rain may fall, yet with such a center, as in our physical world, from all this will come the purer, "washed" atmosphere, a better understanding, and growth—natural growth will ensue—the growth of character formed to withstand, till it will be said: "These are they who have come up through great tribulation."

The Pupil's Future.

Not during the first year of teaching does the idea impress itself very strongly on the mind that the pupil's future is so very dependent on what is done within the school walls. As years go by, this becomes almost an oppressive thought. At first, it is the lessons that chain the teacher's attention; he is truly a lesson-hearer. Gradually he becomes a character-molder.

In a little school-house that had never had any paint on it, where the desks were long boards against the walls, where the seats were long slabs with the flat side up, perched on stout trunks of small trees with the bark still on, the opening day found a new style of man standing at the desk. He was from the state of Maine; he was a student in Bowdoin college, and was obliged to leave college to earn the money to carry him through.

The usual round of exercises marked the school this winter—reading and spelling, arithmetic, geography, and grammar; there was the first class, the second class, the third class, and the alphabet class; and yet not a pupil in that school but had his future molded by the four months they spent with that Bowdoin freshman. An eminent lawyer in New York city, referring to the influences that made him successful, turned back to this very winter. He said, "I cannot tell what it was in this man, but I know that poor as my father was, and numerous as were my brothers and sisters, I felt I must advance to larger conquests of knowledge."

This teacher betook himself to his college, but the older boys and girls met and organized a plan for a private school; some went two days in the week; some all the week; others from other schools joined this set of earnest students. The work he had begun went on after he had left. What caused it? What causes the influence of the teacher to last? These are important questions.

A seed is put in the ground; the sun shines on it; the rain moistens it; it grows into the form the Creator designed—it is a thing of beauty and joy. Now the Creator designed the human mind to grow into beauty and strength. He has placed influences around it that shall cause this to come to pass. The main instrument in its development is the teacher. But remember, the teacher is but an agent in the transformation; he operates like the sun and rain in the case of the seed.

To cause his influence to last he must operate in accordance with the plan of the expansion of the human mind; he must operate along with the Creator. If he enters the school-room with the feeling that his great business is to hear lessons, then he is yet to comprehend

the design of the Creator. He is an interpreter of the universe to the child; he is the child's comrade in his search for truth. The child, if anything, is a truth-seeker; if he is transformed into a lesson-reciter then the school is an injury to him; sometimes it is a lasting injury; many times he recovers—the nature in him being too strong to be overcome by the wrong methods of the school.

Right methods are lasting ones; in some way the methods employed by the Bowdoin student must have been right ones. To have a right method the teacher must look at his motive. What is your motive? If you feel that the child is a truth-seeker, made to be such by the all-wise Creator, you will do more than let him recite the husks of knowledge. You must go beyond the words of the lesson; you must not rest satisfied when he can give you the words of the lesson, that is not even the beginning.

De Fellenberg says, "Experience has taught me that indolence in young persons is so directly opposite to their natural dispositions to activity, that unless it is the consequence of bad education; it is almost invariably connected with some constitutional defect." The test, then, of good teaching is self-activity. If a teacher has got his pupils to a condition that they have lost their activity, he has done them a positive injury. It may be considered as a rule, "Never repress activity; wisely direct it." The business of the teacher is not to cause his pupils to become automatons; he is to arouse the activity in them, not by saying "Arouse!" but by presenting the objects that will arouse them. He will teach them to read not as an end, but as a means. They will use numbers as a means.

Lasting influences are those that operate along with the latent faculties the child is endowed with. Those that would have the pupils of their schools go on in the work of self-education, must study the nature of the child; must aim at that nature; must be to that nature what the sun and rain is to the seed deposited in the earth.

Philosophy of Physical Culture.

DIFFERENT SYSTEMS COMPARED.

By ELLEN E. KENYON.

There is no more profitable study in the philosophy of education than a comparison of the Ling system of educational gymnastics with that of Delsarte. To observe wherein these two systems are complementary and wherein they are opposed to each other, is to compare and contrast the two ideals of perfected human nature, toward one or the other of which every earnest teacher has labored since teaching began. The tendency of the one is to make the man of action; that of the other to make the man of thought. The man of action believes in thought, of course, but the thought he believes in is that rapid and definite thinking that immediately precedes and results in correct and forceful action. He has little time for poetry, and less for dreaming, and his faith in philosophers is small. The thoughtful man believes in practical activity as the final outcome of slow-growing motive. He takes time to probe great problems to their philosophic depths that he may become more truly practical, and to absorb the æsthetic influences of nature, that he may become more highly moral.

Luckily, we have at present in this world very many more men of action than men of thought. They do the immediate work of society, and it takes a great many of them to do it. Luckily, also, each age develops some few minds capable of teaching the world the error of its ways, and gently guiding it into truer channels; and these minds illustrate one of Nature's great economies by continuing to live in all the strength of their influence after death. Christ, during his lifetime, influenced thousands. To-day, He influences millions.

Although the great tendency of Nature is to variation,

to multiplication of types, it would seem that types of human nature are becoming less various, that individual characters are rounding out under the influences of literature (whose chief function is to light the dark solitudes of the personal soul with sparks from other lives, revealing and irradiating the universal soul of man); that the kindergarten and other modern forces in education, while truly cultivating individuality, are tending to make individuality less divergent by tilling the common field of universal sympathies and hopes; and that among other changes in the development of personality, the "practical" man is learning to enjoy philosophy, and the thoughtful man is plowing straighter furrows and learning to rejoice in early and effective action.

This, in a measure, is illustrated by the unity of aim (limited) between the two great systems of physical culture. Both aspire to make the body the obedient and efficient servant of the mind. The Swedish system holds in view the will and satisfies itself with making that dominant over the muscles. Yet it recognizes the beauty as well as the usefulness of health, and its students must experience the glory of living as an occasional ecstasy among its benefits. Soul development, however, is rather an incidental result than a direct aim of Swedish gymnastics, occurs only within restricted limits, and is wholly egoistic. Delsarte, on the contrary, seeks the full development of the soul, and trains the body through this soul-awakening toward the free performance of its complete function as an organism given to the soul for purposes of expression. Self-forgetting, absorbed in a thought, the Delsartean falls into an attitude expressing that thought. Let the thought be one that moves to action (thought is always more or less emotional) and the act is performed, without consciousness of the organism, the mind being wholly occupied with its motive; and, if the thought is one requiring great muscular exertion, muscular strength is cultivated. The gymnastics proper of this system are themselves expressive, and awaken soul-life indirectly by the reactive effect of attitude and gesture upon thought. Standing proudly, one feels proud; beseeching, even in pose, one feels a suppliant; repelling in gesture, the gentle soul learns to repel in actuality. Here psychic growth is less an aim than an incident, but even here, it is more an aim than anywhere in the Ling system. The real object of these exercises is to "strengthen the centers and free the surfaces," to correct bad muscular habits and impart good ones, and to cultivate grace and strength. The last named object is served fully as well as by Ling gymnastics. Grace is far better cultivated and quickness and alertness less.

These two things differ in the demands they make upon their teachers, as they differ in predominant aim. Ling gymnastics can be taught by the "practical" man, after a certain amount of drill in the movements, and of study of their progressions. Anatomical study is desirable but not absolutely necessary, and psychology is touched at but one important point, namely, in relation to the cultivation of attention. This point and the observances it indicates are soon mastered. Delsarte, however, requires a profound study of psychology, of anatomy (nervous as well as muscular), of nature, of literature and history—in short of everything that has taught the human soul or proceeded from it. (I have in view the practice of Dr. C. Wesley Emerson, whose clarification, purification, and further development of the philosophy of expression, so imperfectly put in shape, by Delsarte himself, almost earns for his system the title Emersonian. I prefer to consider his work as representative of this great school of personal culture because most teachers of Delsarte follow "the letter that killeth.")

It is easy from the foregoing view to predict that Ling will precede Delsarte in general school practice. I fear that the world at large is not yet leisurely enough for the higher culture. We trust it will be some day. Meantime, let us welcome Ling.

The object of education is not external show and splendor, but inward development.—*Seneca*.

Married Women as Teachers.

By J. M. GREENWOOD, Kansas City, Mo.

It is only in the larger towns and cities that this question is asked or very seriously discussed. The answers given are various, and depend chiefly upon circumstances or experience. It is also a subject upon which argument may be adduced on both sides. In the discussion of this subject, it should be borne in mind that men and women are differently constituted, and are designed to occupy different spheres of activity in life.

Immediately after marriage, and frequently for months previous to marriage, boards of education as well as principals of schools and patrons, had observed that, in nine cases out of ten, lady teachers had virtually lost all immediate interest in their school work, and if they remained in school for a year or more after marriage, the interest did not return. Where the heart is, there the thoughts are also, is the reason. If there is an added responsibility of children, no mother can attend properly to her household duties, take care of the children, teach school and discharge all these duties successfully. There are too many irons in the fire; some of them will burn. Some part of the work is sure to be slighted. A parallel is this: *when a man attempts to preach regularly to a congregation and teach five days in the week besides. Result, a very poor preach, or a very poor teach; most likely both.* The preaching president of a college or university is a poor frail mortal, if he attempt both as a regular business. Just the same with the woman who undertakes to run a "double header" at home and in the school-room. Close attention to the details of a business insures success. Of course there may be a very few superior women who can perform this feat in a highly satisfactory manner. They are rare indeed.

Some other phases of this question need not be discussed in this connection, but simply referred to. A man may be in comfortable circumstances and yet want his wife to teach so as "to have her own spending money," as it is called; or, it may be that frequent family jars take place at home, and the wife transfers the scene of active operations to the consciences and backs of the girls and boys in her room, and thus they become the scape-goats of the family disputes without any house of refuge in sight.

Another argument I have never been able to meet satisfactorily is this: when mothers, some of whom are widows, have denied themselves of almost all the necessities of life in order to keep their daughters in school so that they might graduate and then after due trial become teachers, have asked why married women should be retained in school when their husbands are able to take care of them? A valid answer can not be found. When these girls with one plea, that is, of qualification, ask to be given a trial, *apologies are not ready made.* Now, should married women whose husbands are plenty able to provide for them be kept in school? To whom is the greatest injustice done? Should the girls have a chance? Is there not infinitely more sympathy in young women twenty to thirty-five years of age, than in married women whose lives have been crossed and checkered in various ways? These appeals, no doubt, have been made to nearly all boards of education, and in order to settle the matter and make way for others, a rule excluding married women is very generally put in force in all the larger cities of the Union. It is based on the highest interests to the greatest number. The argument is on the hypothesis that the married women have husbands.

That a woman is a mother, and she is therefore more sympathetic and consequently better qualified to manage children than one who has never sustained such relations, is a limping argument at best.

Marriage may be exactly the reverse of every condition that fosters serenity of disposition. It is a good sized question of "depends." If a mother raises her children to respect and obey her promptly, no doubt she would have managed a school well. But a sloven mother is always a sloven school teacher, and her children are

spoiled, unruly, headstrong, and poorly disciplined. The power to control others does not come out of the marriage relation. It is inherent in the individual. Marriage may strengthen it or weaken it. A mother who teaches, and has her own children in the same school,—these children of hers give infinitely more trouble to the teacher and to the other children than any other class of children in the school. The worst feature connected with the whole matter is, that the mother can never be made to see the faults of her own child or children;—it is invariably called the "prejudice of Willie's teacher." The child by virtue of his mother's connection with the school, especially where parental control is weak or at cross-purposes, at home, always assumes privileges and exercises them when they are denied to others.

As a general proposition, I think school-boards have acted wisely in deciding that married women ought to take care of their household affairs and leave school teaching to others, whose entire energies will be given to school-work. Better service is secured, and the ends for which schools are established and maintained are better subserved.



The School Room.

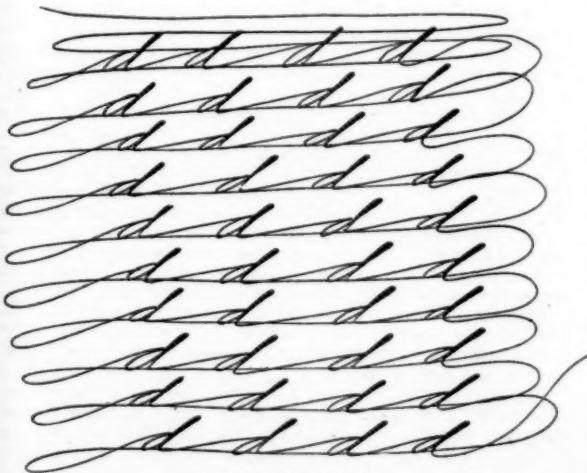
JUNE 18.—DOING AND ETHICS.
JUNE 25.—SPECIAL.
JULY 2.—LANGUAGE AND THINGS.
JULY 9.—EARTH AND SELF.

Live Lessons in Writing.

From Class Work of LYMAN D. SMITH, Hartford, Conn.,
Author of "Appletons' Standard Penmanship."

(Continued from THE JOURNAL of May 14, '92.)

MOVEMENT IS THE LIFE OF WRITING.



Natural Method.

Order of a lesson { Mind pictures.
Movement drills.
Copy-book work.

A talk about the letters.—To wake up the mind.

A movement drill.—To wake up the muscles.

Copy-book practice.—To combine the play of mind and muscles, getting good form and fluent action.

The result.—Natural writing.

The concept or mind picture comes first, since knowing precedes doing. Thus, the mind is engaged in setting copies for the hand to execute. The copies at the head of the page brighten the mind picture, and are silent instructors to accompany the pupil down his writing-page. Handwriting is made up of concepts executed by the muscles, and from first to last is language.

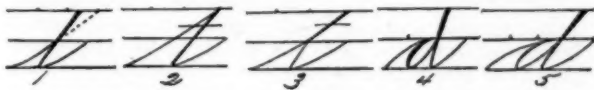
A LESSON GIVEN IN AN INTERMEDIATE GRADE.

Blackboard Talk,

Helping pupils to form concepts or mind pictures.

What do we have for practice this morning, children? "Small *t* and *d*," is the answer. Are these two the only letters to be practiced on page five? "No, we have the words *twit*, *twitters*, *date*, and *dado*." Then you mean that *t* and *d* are the new letters and that all the others you see in the words, as *w*, *r*, *s*, are to be reviewed. We had *r* and *s* on the preceding page, and you must not forget how to make them when new letters come up for practice. Hold what you have gained and add to that knowledge.

You know the small alphabet is divided into three classes:—the thirteen short letters, the four stem-letters, and the nine loop-letters both upper and lower, making twenty-six in all. Who can tell to which class the *t* and *d* belong? Clara: "To the stem-letter class." Who can tell something about the construction of small *t*? John: "It is just like small *i*, only the main line is longer and has a square top, and is crossed with a light level line." Do you make the beginning line just as you do in *i*? John: "Not exactly; we begin the same, but when we get up half way—or to the head-line—this beginning line must be *straightened up* a little so as

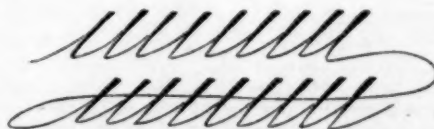


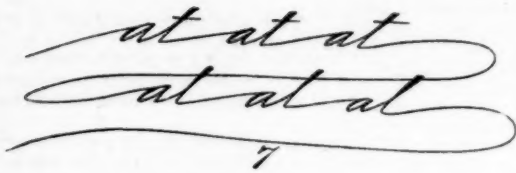
to allow the main line to follow it back half way; (fig. 1) if we do not, the letter will be open clear to top (fig. 2), or else have an angle when we leave the up-stroke half way down. (Fig. 3) Very good. John has remembered the blackboard talk that was given about this letter in the grade below. Who can tell the knack of getting the square top to this letter, and the small *d* also? Allie: "We do that by holding the pen squarely on both nibs and opening them a little just before starting downward, and bringing the pen down with a quick, jumping stroke." That is so; but could you not get a square top if you drew your pen down *slowly*? Yes; but the line looks rough when the stroke is made slowly, because the pen drags out the fiber of the paper more. That's true, Allie. You have also remembered a former lesson on these letters. Then the idea of *quick* strokes is to get smooth, firm lines, free from wavering spots in them.

Who can explain the construction of small *d*? Lizzie: "Small *d* is just the small *a*, without shade, and the main line lengthened as in *t*, having the same square top." Who can tell something more about *d*? Sarah: "The third line must be straightened up a little to allow the stem to follow it back half way, as we do in *t*." Lizzie said just now that small *d* is a small *a* with the main line lengthened. Who can tell the three parts of small *a*? Arthur: "They are the *left-curve*, the *a-oval*, and the *i-principle*, or *direct-wave*." Right. Now when we made small *a*, what were you told to do with the introductory line, or left curve? Arthur: "We were told to carry it well over to right or three spaces, so as to let the last part slant right." Then you must carry over this beginning line for *d*, just as in *a*, so as to let the stem slant right or it will be like this. (Fig. 4.) Why do we omit the light shade in the *a* part of *d*? Helen: "The shade in the stem is all we need; no letter needs more than one shaded stroke." (Fig. 5) What is the idea of shading the letters a little? "To make them look better." Yes; the shading, if done nicely and not heavy, gives expression to the writing. It is the "sunshine" part of it—even if it is shade. It *lights up* the writing and that's why you hear me call these shaded strokes *bright* lines.

(While this ten minutes' running talk has been going on, I have been busy at the board illustrating the letters and drawing out ideas from the class. I put them on their guard by showing how wrong strokes will spoil the letters, and help them to see the relation between the lines. In this way I wake up their minds and get them in condition for work. Pupils also come to the board and try their hands at the letters, making them singly and in groups without raising the crayon from the board, while the pupils at their desks watch eagerly each board writer and good naturedly criticise his work.)

The Movement Book is now opened to the movement drills for these letters. (Figs. 6 and 7.) After tracing the drills with dry pens, as explained in the two preceding articles of this series, ink is taken and a page or half a page is written, and cross-written to the time of the metronome, or a count, followed by 15 minutes' work in the regular book.)





EXPLANATION.

A word here concerning the specimens of pupils' work shown in THE JOURNAL of June 4.

The first slip represents work done by pupils' at the end of second year with ink—or after writing the four tracing Nos.—5th year in school. The pupils' first experience in writing is with lead-pencil, and tracing-book No. 1, containing both alphabets and 150 small words. This book with pencil for the first six months, followed by 4 months' work writing same book with ink, makes a good year's work—for third year in school. The fourth year, Nos. 2 and 3 tracing course are written. The fifth year, Nos. 3 and 4 tracing Nos. are written. The higher Nos. of these tracing-books contain over 50 per cent. of independent work for pupils to write.

The second slip shows work of sixth year, where pupils have written No. 2 Short Course, and No. 2 Gram. Course during the year.

The third slip shows seventh grade work, Nos. 2 and 3 Gram. Nos. being written during the year.

The fourth slip shows still better work, No. 4 Gram. Course, No. 1 "Business Course" being the working books.

The last specimens are from highest grammar grade, where Gram. Course No. 4, and Business Course No. 2 are the working books.

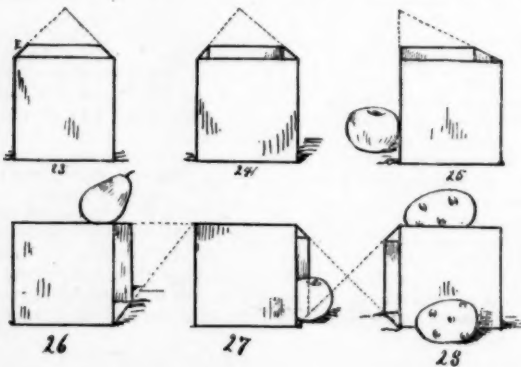
Primary Drawing. V.

By D. R. AUGSBURG, Supervisor of Drawing, Salt Lake City, Utah.

WHEN TWO OR MORE FACES OF THE CUBE ARE SEEN.

Hold a cube in the hand before the class so that one face is seen.

(1) Teach the square. (2) Lead the class to see that the vertical and horizontal edges are equal. Let one of the class measure and see. (3) Compare a square with a rectangle. George, you



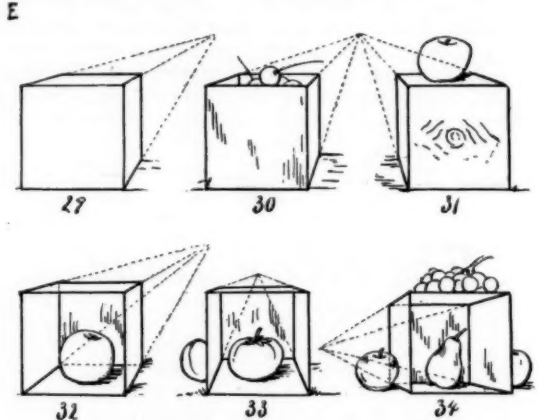
may choose a square from the box of figures, and hold it up before the class. Charles, you may choose a square and a rectangle and do the same. Ask the class questions of comparison between the square and rectangle in Charles' hand. (4) Draw a square on the blackboard; a rectangle; compare them. (5) Let the class draw a square on their tablets. A large square; a small square; a rectangle. (6) Drill the class at the blackboard.

Fig. 23. (1) Hold the cube before the class in such a manner as to show the top and front faces. (2) John, you may take the pointer and point to the faces you can see; the edges; the corners. How many of each? (3) Place the cube before the class so that by sitting or standing in front of it the front and top faces can be seen. (4) Draw the front face on the board. (5) Place the center of vision (C. of V.) and draw receding lines to it. Choose the point E and finish the cube. Do not attempt to explain the center of vision. Say nothing about it unless asked. (6) Peter, you may take the cube, stand directly in front of the drawing and hold the cube before your eye so that it will look like the drawing. Point to an edge on the cube and then to the corresponding line in the drawing. Point to a line in the drawing and

then to its corresponding edge on the cube. (7) Let the class copy the drawing using the center of vision. Each pupil will draw the receding face of the cube too wide. Be very patient at this point and lead the pupils to see how narrow the receding face is as compared with the front face. Measure the two faces and let the pupils do the same.

Fig. 24. (1) Draw the cube the same as in Fig. 23. (2) Review the square. (3) Represent the cube as an empty box. Show an empty box in this position and point to the lines that make it appear so. (4) Drill by letting several hold the box before them in the same position as the drawing and pointing to like lines in each.

Fig. 25. (1) Draw the front face of the cube the same as in Fig. 23. (2) Place the C. of V. over the left corner of the cube and draw it. Let the class see you do this. (3) Erase the top face and draw it with the C. of V. over the right corner. (4) Draw the



cube with the C. of V. in various places above the cube to show that it is not confined to one place, but may be placed anywhere. (5) Drill the class at the blackboard. Let each pupil draw a square, and then with crayon in hand place a C. of V. over each square and let the pupils finish the cube. (6) Draw an apple by the side of the cube.

Fig. 26. (1) Place the cube before the class so that a side and front face can be seen. (2) Drill as in Fig. 23. (3) Draw the cube on the blackboard. (4) Place the C. of V. in various places at the right of the square and draw the cube. (5) Drill by letting several pupils hold the cube in the same position as the drawing, and point to corresponding lines in each. This cannot be done too often. (6) Place a pear, or apple, on top of the cube and represent it in the drawing. (7) Represent the cube as an empty box by removing the side. (8) Let the class draw each step.

Fig. 27. (1) Place the cube and draw it in the same manner as in Fig. 26. (2) Drill two or three pupils by letting them hold the cube in the same position as the drawing and pointing to corresponding lines in each. (3) Represent the cube as an empty box by removing one side. (4) Place an apple or similar object in the box so that part of it will show, and represent it in the drawing.

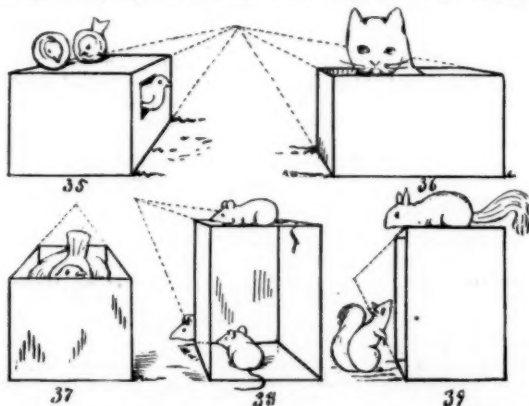
Fig. 28. (1) Place the cube and draw it in the same manner as Fig. 27. (2) Place a potato or similar object on top of the cube and represent it in the drawing. (3) Place a potato this side of the box, and draw as before.

Fig. 29. (1) Place the cube before the class in such a manner as to show three faces. (2) Charles, you may take the pointer and point to each face that you can see: each corner. Count the corners; edges. (3) Draw the cube on the board. (4) Joseph, you may take the pointer and point to each edge on the cube and the corresponding line in the drawing. (5) Drill with the class at the blackboard. Let each draw a square, then with crayon in hand mark a C. of V. and let each finish the cube. (6) Let the class see you draw several cubes on the blackboard each having a different C. of V. (7) Drill the class until they can draw a cube with the C. of V. anywhere about the square. (8) Teach the receding lines. (9) Teach that receding lines represent parallel lines. (10) Lead the class to associate C. of V. and "eye" together. The C. of V. and the eye are opposite points, but being in line with each other, they are represented by the same point. The eye is referred to when the point this side of the object drawn is indicated, and the C. of V. when the point beyond the object is referred to. Do not attempt to explain this to the class, but let them learn it unconsciously. (11) Give the class easy problems like the following to work out at the blackboard. Draw a cube below the eye (C. of V.) Figs. 23-25. Draw a cube at left of the eye, Figs. 26 and 27; at the right of the eye, Fig. 28; below and at left of the eye; Figs. 29 and 30; below and at right of the eye, etc. Fig. 31. (12) Any of the devices used in this lesson or the others may be employed to make the examples attractive.

Fig. 30. (1) Teach the receding line. (2) Hold the cube before the class and call attention to the vertical and horizontal

edges. Let one of the pupils take the pointer and point to and count each vertical and each horizontal edge. (3) James, see if you can find an edge that is neither vertical nor horizontal. James will no doubt point to a receding edge. Let a number point to a receding edge on the cube. John, you may find a receding edge on your desk; in the room. (4) Draw the cube on the blackboard and erase the C. of V. and construction lines. (5) Lucy, you may take the pointer and point to each vertical line of the drawing; each horizontal line; each receding line. (6) Drill on the receding line until the class learns it.

Figs. 32, 33, and 34. (1) Place a cubical pasteboard box with the cover removed before the class in various positions and drill the class on the vertical, horizontal, and receding lines. (2) Lead the class to see that the vertical edges are parallel, and likewise the horizontal and receding edges. Do not teach the receding lines as *converging*, for they are not converging. Teach that they



are *parallel receding lines*. (3) Draw each position on the blackboard and drill by letting pupils hold the cube in the same position as the drawing and point to corresponding lines in each. (4) Let the pupils draw the cube with the C. of V. in different places. (5) Use devices in each drawing such as placing various kinds of round objects and different sides of the box. (6) Drill the class at the blackboard by giving easy problems similar to the following: Draw a cube at the left of the eye; at the right; below and at the left of the eye, etc.

Figs. 35-39. (1) Place a crayon box before the class in various positions as indicated by the illustrations. (2) Drill on the different edges, figures, and faces. (3) Draw the various positions on the blackboard and drill by letting individuals of the class hold the box in the same position as the drawing. (4) Drill the class at the blackboard by letting each draw the box in different positions. (5) Nothing pleases children more than to introduce some familiar figure such as birds, mice, squirrels, etc., into their drawing lesson; especially is this true if a story is connected with them.

The Bergen Boy :

(A FOURTH OF JULY STORY.)

By HARRY BACON.

Master Wellfleet, principal of the boys' grammar school of Brookton was slowly strolling towards the post-office when he met "Chief Wallford," as he was popularly called.

Mr. Wallford was chief of police, a rough-spoken, but kind-hearted man who would roundly scold the mischievous boys for their trying pranks in one breath, and in the next, assure them he should not complain to their parents *that* time, but they'd better look out for the next!

Some of the men in town declared that his heart was altogether too tender toward youthful offenders, interfering with discipline which now and then would be salutary, but the mothers, and some of the fathers thought it an admirable quality in a man occupying his position, that he never could forget he was once a roguish boy himself, and a dear lover of sports pertaining to that merry, thoughtless stage of existence.

But to-day as Mr. Wellfleet watched the burly chief approaching, he saw unmistakable signs of a perturbed state of mind, for the old marshal was talking to himself, shaking his head, and wishing a little stick from right to left as if dealing summary castigation on some luckless offender.

On coming up to the master, Chief Wallford began without salutation or preface:

"Dear me, Mr. Wellfleet, whatever am I to do with that restless youngster, the Bergen boy! He's the most aggravatin' customer I have to deal with now-a-days. You see, the boys are mad 'cause the authorities have forbid the use of fire-crackers and such, within the city limits before sun-down on the Fourth, and I've heard in a roundabout way, that the Bergen boy, and some other

pests 'bout his age, are planning to disturb the exercises at the city hall the night of the Fourth.

"Now I just sympathize with the boys as to that matter of using noisy jimcracks on the Fourth, and I never approved the action of the councilmen in saying there shouldn't be the usual racket come next Tuesday."

"I suppose," remarked Mr. Wellfleet as the chief paused to take breath, "that the accident last Fourth was what influenced our city fathers, inducing them to prohibit the use of explosives this year."

"Oh, yes! most likely;" Chief Wallford went on. "But I don't think people have any business to take horses out a holiday like that. We want our boys to be patriotic, and all that, but what can you 'spect if the boys are to be made girls or dolls of, and have to stay in-doors sewing patchwork, come Independence day? For my part I'm on the side of the boys!"

"But can't you guard against disturbance now you know it's threatened?"

"Yes, in some measure; but you can't accuse a boy of what he hasn't done. And no knowin' in what part of the town they might go holler 'fire.' And then just see what's expected of me! I must sort o' overlook things personally in a great gathering like that they'll have the night of the Fourth, and see that the town's quiet all over. Then I must go nosing around, and make sure if I can that Phil Bergen and his gang have been offset in any mischief they may be brewin.' Our force isn't very large, you know."

"Phil Bergen is no mean scholar when he deigns to attend school;" remarked Mr. Wellfleet. That set the chief off again.

"Oh, I can tell you Phil Bergen's no fool any time! That's just one reason I hate to have a tussle with him anyway, there's so much in him that amounts to somethin'. Goodness me! I've nearly burst my sides before now, laughing at that chap. I just wish you could hear him repeat a comic piece. He knows several and it's good as a play any day to hear him. Ain't got a vicious bone in his body either,—at least hasn't had up to this time," and the official look of anxiety returned as he added,

"I don't know what young Bergen may be awhile hence; he's awfully poor and amazin' sensitive, hot-headed, but generous as he can be. Pity his good, honest father died. His mother's a likely enough woman, only she has to work so hard, she can't go travelin' around keeping track of Phil's didos all the time; well, good day, sir; hope you'll have a nice vacation and come back safe, and all rested for the fall term;" and the long strides of the faithful chief became indistinct as he marched off in the direction of the court room.

It was rather a coincidence that Master Wellfleet should have met Chief Wallford and had that conversation just then. A double coincidence, in fact. For, in the first place, the master had indulged in a long train of thought that afternoon, in which a kind of longing to do something for his beloved country, some deed worthy of a patriot, had been uppermost in his mind.

Then again, he was only lingering in town long enough to see all arrangements completed for the coming Fourth of July celebration, and quietly to participate in it, before starting on an extended trip Westward. Vacation had already begun. The Fourth was to be a double anniversary this year, for the little city of Brookton, as it marked a period of a hundred and fifty years since the settlement of the place.

On the night of the Fourth, there was to be a grand meeting in the city hall, when old citizens, some of them coming from a distance, were to make addresses; the brass band was to be stationed in the small side gallery, and a young lady was to favor the audience with some fine singing. The arrangements were all satisfactory except for want of something amusing which must occupy from ten to fifteen minutes, and Mr. Wellfleet had been puzzling his brain to discover what could be devised, or improvised of a humorous nature, either of speech, song, or declamation, as much of the ordering of things devolved upon him.

His quick, active brain soon showed now, how the anxiety of the worried chief might possibly be allayed, and his own need supplied by means of a little skilful diplomatic maneuvering on his part in connection with "the Bergen boy." He might, moreover, be doing something for his country in helping to give her a good citizen in coming time, and also secure what was lacking for the night of the Fourth.

The master knew well what an excellent effort Phil Bergen could make on declamation day. He also had sincerely pitied the bright, sensitive boy, when more than once he had literally sneaked into the school-room as if trying to seat himself, before the soiled, ragged condition of his ill-fitting raiment need be fully seen either by teacher or scholars. Chief Wallford had said truly Phil Bergen was no fool at any time. From whence he derived his marked dramatic instincts and effectiveness it would be hard to say, yet certain it was, he could mount a stump in a field, or a barrel in a back yard, and recite a touching little story with such feeling and pathos as to make even Auntie Croford, a hard-featured old washerwoman, suddenly throw her apron over her head, and burst into uncontrollable weeping. Or he would sing and illustrate a comic song, with so much native drollery of expression, and knack of gesticulation, as to elicit a roar of laughter, not only from

Chief Wallford, but the grave, dignified Judge Brooks who, once overhearing him singing, remarked, "That boy has a real genius for impersonation in his not ungraceful young body."

After supper of the same day on which Master Wellfleet had encountered Chief Wallford, Phil Bergen, who was feeding a wounded rabbit just outside his mother's humble door, saw the master coming slowly toward him.

"What's up now, I wonder?" thought Phil, but he doffed his shabby straw hat respectfully, and asked the caller if he would "come in and see Ma."

"No, my boy; my business is with you," was the reply.

"Philip, how should you like to become one of the trusted, respected men of Brookton one of these days?" asked the master.

For a moment the astonished boy scarcely knew what answer to make, then he said a little sheepishly,

"I'm afraid I shall never have the chance, sir, things are too much against me."

"But if things favored you, Philip, how should you like to become such a man as Squire Emmet, or Judge Brooks?"

"I'd like it right well, sir! There's nobody would like it better than I should, that's certain!"

"Very well, Philip, you try and I'll help you. I've never done the good in the world I ought to yet. I confess this with real regret, but if I can help to make a good man, and a true patriot, beginning next Tuesday the Fourth of July, I shall be glad to have accomplished that much."

Phil murmured something about its being a great thing to be a good teacher, but Mr. Wellfleet said it was not enough, that a man simply did a plain duty for which he was paid.

Then the master produced a well told story combining both pathos and humor, and said with a kindly hand on the boy's shoulder.

"Philip if you will commit to memory and recite this story next Tuesday night in the city hall, as I know you *can* recite it, I'll give you a suit of clothes, and an overcoat, in which to begin school in the fall. And no being on earth except you, your mother, and I, shall ever be any the wiser as to where the things come from."

"And, Philip, if you repeat this story as you know you *can* repeat it, people will begin to watch your course, and expect different things of you in the future from what they have heretofore. And if during another year you attend school regularly, and acquit yourself creditably at recitations and declamation, I'll see, if I live and can possibly do so, that you continue through our school course, and are properly clothed, whether I remain in Brookton or not. It's a little something to help one boy develop what there is in him, and what I do for you, you may in time be glad to do for some other lad. What do you say, my boy?"

The prompt answer was courteous and full of very genuine pleasure:

"I say, thank you! and—I'll try, sir."

When some one asked Master Wellfleet on Monday if he had succeeded in finding anything for the part wanting on Tuesday evening's program, he simply replied:

"Yes; something very satisfactory, I think."

And when Phil Bergen with a piece of black crape drawn tightly over his face, only his eyes left bare, came forward on the stage and told "The Story of a Slave Boy," after the crowded audience had wept tears of spontaneous sympathy, and roared with laughter, the query went round, started by Chief Wallford, "Where in the world did Master Wellfleet find that gifted colored boy?"

Somehow it gradually became known that the wonderful storyteller of the Fourth of July celebration was Philip Bergen, and a member of the Young Men's Christian Association of Brookton offered Phil five dollars to learn and repeat another story at an entertainment to be given in August, by the organization in town he represented. And at the close of that entertainment a delegate from another branch of the same association, in a neighboring township, offered Phil five dollars and expenses to repeat the same story at a like occasion the next week.

Philip Bergen has been a successful lawyer for years. It is said that when he is to plead a case, the court-room—not of Brookton, but of one of our capital cities, will not hold the crowd that strives to gain admittance.

Chief Wallford told Master Wellfleet one day, that Judge Brooks said to him in a voice of tremulous earnestness:

"Old and infirm as I am, I'd walk five miles any time to hear Lawyer Bergen, the boy I had the honor to instruct after he left the high school, plead the case of some poor unfortunate piece of humanity, setting forth his claims upon his fellow men."

In a letter addressed to his former respected Master and helper, Mr. Wellfleet, Philip Bergen once said tersely,—and let other men take note:

"I am, playing Master Wellfleet at present for another ragged, neglected 'Bergen boy,' and am surprised to find how greatly I enjoy the stimulating game."

Allow me to congratulate you on the character of THE SCHOOL JOURNAL. It grows better and better.

C. C. ROUNDS, Prin. Normal School.

Plymouth, N. H.

The Teacher's Secret.

By HARRIET NEWELL SWANWICK, Chicago, Ill.

It may, or may not, have been "a thousand miles" from where you live, my reader—that is of little consequence; but that it is a bit of real life which I intend to give you is a point of some value.

There had been—what may be aptly named—a nest of young anarchists, in age ranging from thirteen to sixteen, in a certain room, of a certain first-class school, in the city, either far away, or near at hand, as you may decide. One teacher after another, had been taken from her own room to this, and one after another, had been conquered.

At last the principal turned to a lady who was by nature, delicately organized, and by a high order of culture, intelligent and refined; and withal, of a very loving, emotional temperament.

"Can she do anything with us? They might as well give it up. *She'll cry* the first time we want that sort of fun." So sneered the leaders, and, like sheep in a drove, the rest followed, with a saucy curl of the lip, or a contemptuous toss of the head. Such an easy victory as they saw before them, hardly seemed worth gaining. She, with a tremor at heart, but with a calm, dignified countenance, entered this dreaded room, on the morning of the day following that on which it had been assigned to her. She was so true a lady, that she was accustomed to receive universal respect; so earnest a Christian, so true a friend, that those under her care as a rule, both honored and loved her.

Imagine, then, her need of all her latent powers of self-command, and forbearance, when she found her signals totally disregarded, and the most ordinary rules, governing school-life, utterly ignored. They talked, as if they were out on the playground—reading aloud, or in a confusing undertone; openly passing notes to each other; throwing paper wads over the room; leaving their seats without the shadow of a permission, and laughing at anything, or nothing, were but a part of their deliberate lawlessness.

The new teacher had felt from the first, her utter inability to cope with this class of rebels. She began to prepare for her work of reformation the night before she took up the work; need I say how? The whole great load was given into higher hands; she asked guidance, patience, strength, moment by moment, through all the weary, discouraging days, which grew into weeks, before she could begin to see her way through this trial. One day her over-strained nerves relaxed, and she went to the principal, in tears, feeling half-ready to yield. This temporary weakness was met by the needed tonic of rebuke: "Let me never see any more tears for that room; try again." She took heart, and, with a new call for help from Above, she began afresh. By taking them individually, and talking to them in her most patient, and yet forcible style; by reading to them, collectively, good essays on the proprieties, and by holding before them pictures of true gentlemen and ladies; in short, by arousing in them some sense of honor, and appealing to that sense, she finally made, upon a few, the desired impression. After this, her progress was "slow but sure;" although it did not become (as in fiction we might find it) "an ideal room," it was so wonderfully changed for the better that this teacher won the gratitude of all concerned. Her best reward, however, is her sense of having overcome, through a Power not her own—her increased faith in her heavenly Father.

A Trip to Sponge-Land.

By SUSAN S. HARRIMAN, Halifax, N. S.

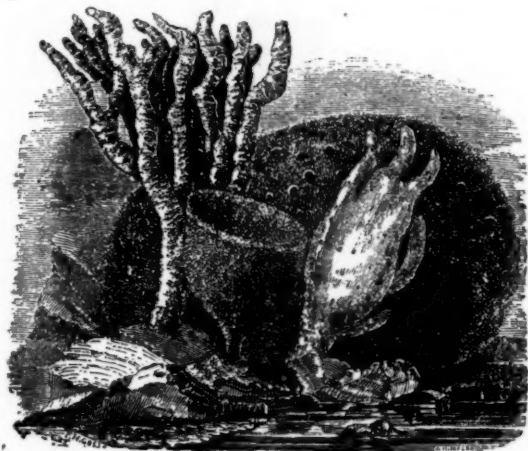
It is not pleasant to have unhappy little girls around and I never thought I should want to tell a story about them. But you know good children are sometimes unhappy, and it is because Ellen was usually as kind and helpful as she was at this particular time sad that I shall tell of the wonderful trip she made one night when her mother thought her safe in her little bed.

But you will want to know why she was unhappy, and I hope you will not laugh when I tell you that it was simply because she had to wash her slate with a rag, while everybody else in the school had neat little sponges. "Oh, mamma!" she had said, "can't I please buy a sponge? It costs only four cents, and it is so nice to squeeze it almost dry and wash the slate, and besides," and she choked a little, "all the children have them." But her mamma felt that she must say "No." Money was so scarce and so many shoes and stockings were needed that pennies, even, must be carefully saved. "Four cents seems little, I know," she said, as she rested her kind hand a moment on Ellen's head, "but it would buy a whole loaf of bread for our supper."

Ellen tried to be brave, and after wiping the dishes she went quietly to bed, and only two little tears on her cheek as she fell asleep told of her disappointment. Nevertheless, Ellen had been thinking, and knowing that sponges came from the water she had planned to go all by herself to the beach, some day, and who could tell but what she might find a sponge?

And now in her dreams she was wandering up and down the sands looking carefully among the rocks and sea weed, but not a bit of sponge could she see. But some one was talking, and turning she saw a bright active fish and heard him say, "What are you looking for, little girl?" "For a sponge," answered Ellen, feeling rather foolish, adding in order to explain herself, "I wanted one with which to wash my slate at school, and as I have no money I came here to see if I could find one."

"Oh!" said the fish, "sponges do not grow here, but far away in a great sea called the Mediterranean, and in the deepest parts of the ocean. But if you will come with me I will show you where they grow and you can have all you want;" and just as children are always doing queer things in dreams, Ellen walked off into the water, feeling as much at home as the fish himself. On they went further and further, large fishes and small fishes swimming around them, while great steamers sailed over their heads. At last they came to a place where the water seemed very quiet and calm, and off in the distance Ellen saw some rocks and above them something so beautiful that she exclaimed in wonder, "Why, look at those plants! They are just like mamma's foliage plants, only larger and much more beautiful."



"Those are not plants, they are sponges," answered the fish, and sure enough, as they drew nearer, Ellen found they were immense sponges of every color—pink, blue, green, yellow, and brown.

"Oh, let me have a piece!" she cried. "How nice to have a pink or blue sponge!"

"But," said the fish, "this is not the kind you want, for it would lose its color in the air and is too coarse and weak for any use. The kind you want are further on." And soon they found more rocks, covered with small dark-colored sponges.

"Here we are! Now we must find some good pieces. Let us pull them off the rocks." They went to work, but at the first attempt Ellen drew back, and stood looking at her hand, which was covered with a kind of white or grayish jelly, saying, "I don't think these are clean sponges." "Why," said the fish, "all sponges have that in them; it is the animal part, which makes the *sponge*, as you call it when you see it in the stores. Didn't you know that a sponge is the home of animal life which finds food in the water and grows the same as other things grow? See all these little holes in the sponge! and here and there you see are larger ones, and all these openings are filled with life. Now watch and see it take its food."

"But what food?" said Ellen.

"Why, the water. See! the sponge sways to and fro, drawing the water in through the small holes and when it has taken what it wants to build more of the spongy part, it sends the water out through the large openings, so quickly that it looks like little fountains."

"Oh, how wonderful!" exclaimed Ellen, "and to think that I never knew of it."

"Now let us hurry and pick some off, and when you get home you can wash out the live part. But be careful and choose those which have no sharp needles of shelly substance in them, for they would scratch your slate." Soon Ellen and the fish were on their way home and just as they reached the beach laden with sponges, she heard her mother say, "Come, little girl, you have slept late," and there she was in her bed with no fish and no sponges to be seen.

"I do wish I could have kept one of my armful," she said laughing, as she told of her dream, "but I can tell the teacher and the children how they grow." And she did tell them, making the children so happy that they gladly gave her more sponges than she could use.

Hampton and Its Industrial School.

By GEO. C. KILBON.

Who has not heard of Hampton, Va., of its remarkable school and of the indefatigable Gen. Armstrong? Verily their fame has gone out through all the earth and their works to the ends thereof. The development which this enterprise has made since the war is recorded in the hundreds of youth of two despised races who have been rescued from degradation, bidden to stand on their feet like other men and women, and put in training for the battle of life.

It is difficult to express the emotions at the close of such a visit. One is spell-bound, if he is a patriot. Nothing is needed to perfect the grandeur of the enterprise, unless it be to see it enlarged and spread over the land wherever there are unfortunate youth of any race to educate and train for the duties of citizenship.

Industrially the school is a university, teaching branches which vary from a small room where a dozen knitting machines turn out 50,000 pairs of socks and mittens for the Boston market, to its extensive lumber plant where a huge circular saw rips through monster logs and fashions 25,000 ft. of lumber per day, endowing it with life whereby it crawls of its own accord into the dry house to become seasoned for the New York and other markets. Scattered here and there in suitable buildings are groups of men manufacturing doors, sashes, wheelbarrows, trucks, and wagons; smiths forging parts of plows, and machinists running drill presses, planers, and lathes. In still other buildings are groups working at printing, tailoring, tinsmithing, harnessmaking, carpentering, painting, or farming. A portion of the students work for a term of years in one department and become skilled so that they may in future earn a livelihood at that trade, while they spend their evenings in study that they may possess academic knowledge and culture. Others spend five days per week in study and one day in labor. It will thus be seen that the institution is dual in its constitution and so meets a dual need, and that it is industrial rather than manual. Girls are taught plain sewing, dressmaking, millinery, cooking, washing, ironing, housekeeping, and to some extent the use of wood-working tools.

A pleasant feature of the daily routine is the military drill at noon. At the bugle call the boys all pour forth from their dormitories, form in five companies, each in its customary place, and following the proper words of command, march, countermarch, and wheel with the precision of veterans. They form in battalion, and preceded by their band, march to the dining hall. The girls have meantime assembled here, and as the head of the marching column approaches the door, two color bearers take position on either side, form an arch of their flags, and the line of soldier boys silently passes beneath. When all are within and the last one has taken position behind his chair an electric bell tinkles, and a low murmur of voices is heard which swells into a chant of thankfulness to the Giver of all Good, and as this dies away another tinkle of the bell is a signal for all to be seated at the tables.

Classes in reading, writing, spelling, history, arithmetic, and other branches have their time and place. Questions on current events are daily asked and answers given with promptness and in detail, and weekly debates are conducted with enthusiasm, all showing an interest in and a knowledge of the live issues of the day.

Morning and evening devotional exercises in Virginia hall, and Sabbath services in the roomy church, are occasions which gather all of the 600 colored and 120 Indian youths together, and the inspiration of these assemblies needs to be experienced to be understood and appreciated. Hampton school is not sectarian, nor is the development of the character of its students one-sided in any sense.

Boating, base-ball, and tennis cultivate out-door activities, and a fine gymnasium building would cultivate them in-doors if some generous friend could be found to supply it with necessary apparatus. A gem of a hospital building provides comfortable quarters for the sick which, thanks to a wholesome regimen and excellent sanitary arrangements, are few in number. The most careful planning is manifest and the most thorough oversight evident in all departments of the school.

Co-operative Teaching.

Happy the teacher who knows how to utilize every one of her pupils. The more she saves of her strength and time, the wiser economist she is, providing she saves that she may have the more, and the better, to give her pupils. Children are never happier than when rendering service, if they are made to feel it a privilege. Modeling it in clay, the delight of the children, is often serious care to the teacher. Let the lumbering boy of the class, who seldom makes anything recognizable but mistakes, be made responsible for the condition of the clay. "John, I know I can trust you to do this faithfully," and the teacher's low, emphatic "you" convinces John that he alone of all the school is worthy of so important a commission. The teacher who believes that only faultless blackboard work should be placed before her pupils, will do it herself; yet she may have a pupil who (will) can excel her in this. Gifts are not wanting in children. The problem of teachers in ungraded schools, is how to keep children quiet when busy with older pupils.

A. C. S.

"Lend a Hand."

THINGS CHILDREN HAVE DONE.

(For Supplementary Reading.)

Frank Carpenter and his little brother Robert started from their prairie home one day to hunt rabbits for their dinner. Frank was fifteen years old, and Robert seven. When quite a distance from home a blizzard came on and it grew very cold. The little boy began to cry with cold, and Frank and he ran toward the nearest house. The snow blinded them, and they soon lost their way. They wandered about, without finding any building. Frank saw that his little brother would freeze, unless he came to his help. So the noble brother took off his own clothing, leaving barely enough to cover himself, and put the clothes on Robert. Frank's fingers and feet were soon frosted, and became so cold that he could scarcely move. To keep himself from freezing he ran about looking for a house, leaving Robert for a while. At last he found a house, and sent some men to look after his brother. Even then he would not stay by the fire, but went to look for Robert.

When the child was safe Frank sank on the floor from sheer exhaustion. He was taken to a hospital and the doctors say that his good constitution will pull him through. One of his feet and three fingers had to be amputated; but no doubt the noble boy thinks that a small price to pay for his little brother's safety.

A little Indian girl who lived in Nebraska went to a mission school taught by some Quakers. They taught Marguerita, for that was her name, to read, write, and add up long columns of figures. They gave her three books which she took home and read over again and again. One day Marguerita and another little Indian girl were sent East to school, where they learned all that white girls learn, and were given some pretty clothes to wear.

After a while Marguerita went back to her home in Nebraska and began to teach the Indian children. She took care of them when they were sick, played the organ in the little church, and led the singing. She had scanty means to work with, and she needed books and papers. So she wrote to all the friends she knew at the East and asked them to send her books, papers, games, or money to buy these things. She fitted up a reading-room in an old building, and made it as cosy as possible. This little young Indian girl is doing a great deal for her people.

A poor little girl in the city of Philadelphia wanted to go to Sunday-school. When she asked the pastor if she might come, he told her that there was no room in any of the classes, and that the church was so small that no new classes could be formed.

The little girl was much disappointed, and she resolved that she would do something toward enlarging the church. Her family were poor, and she had very few pennies given her, but she began saving these for a building fund. She kept her secret, for she was afraid people would laugh at her for trying to do so much. She was only six and a half years old. She became very ill, and after a few months of suffering she died. Among her playthings was found an old red pocket-book containing fifty-seven pennies. In the pocket-book was a note in which she had printed the whole story of what she had hoped to do.

When the pathetic story got abroad stronger hands began to work. In six years the fifty-seven pennies swelled to \$250,000. The little chapel building has grown into a church seating 8000, a hospital has been added, a college building, and a Sunday-school room so large that no boys and girls need be turned away. The little girl's name was Hattie Wiatt, for this is a true story.

A twelve year old boy, a pupil of a New York public school, who was very fond of reading, thought he would like to start a free library for the pupils in his school. So he began to save his allowance toward it, and before long he had \$314.06 in the bank. Last January, Freddie, for that was his name, was taken ill and died. His father who knew about his son's plan, decided to carry on the work, and he added \$250 to the fund. Other friends who loved Freddie added to it till the sum amounted to \$1,300. The board of education has given consent to use a room in the school building, and the books are to be purchased at once.

The free text-book system obtains chiefly in the northeastern part of the United States. In New York eighteen out of sixty-seven cities furnish books gratuitously; two furnish a part, and one city sells them to the children at cost. In Pennsylvania ten cities provide such books; three furnish a part. Vermont has a most curious provision. Its county boards of education select the text-books, make contracts with publishers, and free text-books may be authorized if a town or district meeting so votes, yet "text-books on physiology or hygiene must be furnished to all pupils at the expense of the state until July, 1895." Of the 115 cities reported as wholly furnishing free text-books, forty-two per cent are in Massachusetts. The school committee of each town or city purchases the text-books at the expense of such town or city and loans them to the pupils. Nearly all our states provide free text-books for very poor children and forbid the use of sectarian books.

Supplementary.



Air Castles.

By RUTH DAVENPORT, Boston, Mass.

The way is long from my home to the school,
And none of my mates go my way;
But the bright spring fills my heart with delight,
And I'm always merry and gay.
The birds are singing their merriest notes
In the swaying tree-top so high,
Their sweetest notes ringing the livelong day;
As they're singing, why may not I?

(Sings) Merrily, merrily,
Birds in the tree-top high.
Merrily, merrily,
As they sing, why may not I?

Sometimes my fancy builds a concert hall
With rich carpet of velvet green;
The walls of most beautiful blue and white,
And lights the most brilliant e'er seen.
The birds—the musicians and singers, too;
What artists with them can compare!
They are costumed in brown, blue, red, and gold,
Such garments no others may wear.

(Sings) Merrily, etc.

The ladies come thronging in merry groups,
Fine appareled and fair of face;
The violets in purple, royal, and pale,
Which they wear with daintiest grace.
The Arbutuses gowns are pink and white,
Sweet odors float by as they move,
And of all the dear friends among the throng,
To these I give most of my love.

(Sings) Merrily, etc.

The Dandelions come in fluted crape
Woven in with the sun's own gold;
The Bluets are there, and the Daffodils,
Yellow, soft-clinging robes enfold.
The Daisies come robed in the purest white
With knots of bright gold at the heart;
Sometimes their cousins in yellow and brown
Are of this gay company part.

(Sings) Merrily, etc.

The Valley-Lilies take the corner seats,
Green fans near their faces hold;
The Buttercups wear yellow satin, soft,
And a crown of fairies' gold.
The Crocus and Tulip families come,
None gayer than they do I see.
If you would enjoy the festival, too,
Some morning come walk with me.

(Sings) Merrily, etc.

Supplement to THE SCHOOL JOURNAL.

ANNUAL CIRCULAR OF

Special Traveling Information.

Valuable for Teachers who are asking WHERE SHALL I GO THIS SUMMER?

A very large number of the educators of the country travel during the summer to Europe, to the seashore, the mountains, or to some of the educational conventions. Some of these are noticed below. It is the intention to offer in these pages valuable information to all who may travel. Further information will be cheerfully given if possible. The writer should always enclose a stamp for reply.

The National Educational Association.—This meets this year at Saratoga in July. The various lines represented in this supplement give special rates. Note the many attractive excursions in connection with this great meeting. **The Glens Falls Summer School.**—The students of this widely known school can buy excursions to the N. E. A., at Saratoga and go from there to Glens Falls; it is a short and delightful journey. Attractive circular now ready. **The Martha's Vineyard Summer School.**—Those attending this well-known school from the West and south-west can buy excursions to Saratoga via New York, and attend the N. E. A. or not; if not, send tickets to Saratoga for stamp. **The Chautauqua Assemblies.**—Tickets can be bought to Chautauqua at reduced rates and from there to Saratoga and back for one fare, returning to Chautauqua for further study. Of course other excursions can be added. **European Tours.**—We were largely instrumental in getting up a party of 200 teachers to visit the Paris Exposition. This year at least 10 special educational tours are arranged for. See this circular or send for information. **The American Institute of Instruction** will meet at Narragansett Pier this year. Several thousand teachers attend this meeting each year. Special rates are made by all eastern Rail Road Co.'s, Steamboat lines, etc. For other meetings consult the columns of SCHOOL JOURNAL.

E. L. KELLOGG & CO., New York.

THE POPULARITY OF TEACHERS'
PERSONALLY CONDUCTED
TOURS.

The Penna. R. R. Co's ANNOUNCEMENTS.

No medium for thorough sight-seeing as well as pleasure and recreation has appealed so strongly to the teachers of the Eastern Coast, as the Penna. R. R. personally conducted tours. Considerable talk has been indulged in this year in regard to a contemplated tour for teachers embracing the Thousand Islands, Montreal, and points north, but as yet nothing definite has been determined. What is assured, however, is the announcement made by the Penna. R. R. Co. that on July 2nd it will run a Teachers' Tour to Atlantic City from New York and Brooklyn by special train, leaving New York at 11.00 A.M., and reaching the coast early in the afternoon. Returning tourists will leave Atlantic City July 5th at 9.00 A.M. and reach the metropolis about 1.00 P.M. The rates are astonishingly low only \$13.50 from New York or Brooklyn, and include, in addition to round trip transportation, luncheon on train en route going and accommodation at the United States Hotel, Atlantic City, from supper July 2d until breakfast July 5th, both inclusive. Stops will be made and tickets sold at Jersey City, Newark, Elizabeth, and Trenton.

The series of tours to Niagara Falls for teachers, will start from Philadelphia, July 14th and 28th, August 11th and 25th and Sept. 3d and 29th. These tours will leave Philadelphia and tickets will be sold at a rate of \$10, valid for return during ten days and good to stop off at Watkins and Rochester going, and Buffalo returning. These tours are mentioned somewhat in advance of authorized notice, but the dates are assured and undoubtedly with the opening of the season new points will be added to the attractive list for the selection of teachers. The Penna. R. R. is fortunate in the possession of courteous representatives, termed Booking Agents,—one located at 849 Broadway, N. Y., one at 860 Fulton street, Brooklyn and one at 233 South 4th street, Philadelphia,—who will at all times be glad to give information relative to any of the Company's tours.

WEST SHORE RAILROAD.

The *Evening Telegram* says that the **West Shore Railroad** is at present conducting a wonderfully large passenger business, most of which is due to the desire of the public to enjoy some of the finest river scenery in this country. On the principle that fast time and good service are the only things that draw in this age, the company now run fast trains frequently between this city and Buffalo. In addition to this, a vast amount of money has been expended in ballasting the roadbed and making it smooth for fast running. Talking with a gentlemen who has traveled extensively in Europe and America, and whose habits of observance are proverbial, a *Transcript* reporter was told that there was no railroad in the world, the route of which runs through a country giving such a panorama of beautiful scenery, as does the **West Shore**. Beginning with the perfect river and mountain scenery along the Hudson River and ending at the great Cataract of Niagara, the eye sees one endless picture of changing, beautiful and interesting views. The interest of the traveler is not allowed to flag for an instant. There is not, for any distance along the road, any deep cuts to hide the views presented, and if the road had been constructed for the express purpose of viewing nature in its most favorable aspects, it could not have been built for that purpose any better than it is at present. For the purpose of viewing the Hudson alone, the gentleman advises all to make the trip, either up or down, on the railroad. It is preferable, if in warm weather, to go up on the boats as far as Newburgh and return in the evening on the train, as the road is then perfectly shaded from the heat of the sun by the hills and mountains, which rise above the river on its western shore.

The **WEST SHORE** is the route selected by the National Educational Association as the official line for delegates to the meeting at Saratoga, July 15.

MICHIGAN CENTRAL

"The Niagara Falls Route"

has made a special rate from Chicago and other points upon its lines to Saratoga Springs and return on account of the

National Educational Association

at one lowest limited first-class fare for the round trip with the addition of a two dollar membership coupon. These tickets will be good for continuous passage to Saratoga and good for the return trip until July 19 inclusive with the privilege of an extension to September 15 on certain conditions.

The **MICHIGAN CENTRAL** offers special advantages to persons taking this trip not only from the superior character of its construction, equipment, and operation which is unrivalled, but also because it is the only line from Chicago to the East that passes directly by and in full view of the World's Columbian Exposition, the colossal structures of which are rapidly approaching completion and can be plainly seen from the passing train,—because it is the only line running directly by and in full view of Niagara Falls,—and because it is the direct line to Saratoga Springs from the West in connection with the great four track New York Central and the D. & H. All who purpose taking advantage of the inducements offered, should send for a copy of the beautifully printed and illustrated circular upon the subject issued by the Michigan Central and which will be sent upon application to any address by

O. W. RUGGLES,
General Passenger & Ticket Agent,
CHICAGO.



This railroad is always a favorite for summer tourists. No matter what road is selected by the traveler from New York to the West he will always contrive to go one way, at least, on the "Erie." The attraction of the scenery, the noted places along its line, and the good management of its lines are features always referred to.

SUMMER TOURS.

To the teaching fraternity of New York, Brooklyn, and their numerous suburban towns, the "Erie" has always been a favorite railroad; because, by it, access is had to so many points for rest and recuperation. It carries into charming retreats in the near by mountainous country, a very large number of those engaged in teaching in the public and private schools of New York and vicinity. Any one that examines a map of this railroad will see that it penetrates an elevated region immediately after leaving Paterson, N. J.; at Sufferns the gate-way to a mountainous region is entered; rising step by step Middletown is reached; at Port Jervis the beautiful Delaware river is struck and followed for a hundred miles. Thus the Shawangunk mountains, the southern Catskills, the Blue Ridge and the Alleghenies are easily accessible. Those seeking a restful place in vacation time should procure of D. I. ROBERTS, General Passenger Agent, New York City, a copy of "Summer Homes on the Erie Lines," it will be mailed if two cents in postage is enclosed. In this book will be found a description of delightful places, readily accessible, amid fine scenery and at moderate rates of board.

NIAGARA FALLS.

The "Erie" is a favorite route to these celebrated falls; Niagara river is crossed by the road on a suspension bridge, and a fine view of the Falls afforded. The Rapids, the Whirlpool, the Chasm below the falls are things once seen, never forgotten.

CHAUTAUQUA LAKE.

The "Erie" R. R. passes the southern end of this celebrated lake and furnishes the readiest means of reaching it from the east, south and west. At the foot of the lake are two fine hotels, the Kent and Sterlingworth. About half way up on the west side are the world celebrated Chautauqua Assembly grounds. Everybody has heard of "Chautauqua." A series of summer schools are carried on here that attract people of both sexes and all ages from all parts of the United States. This place is a place of wonderment; it is the headquarters for that vast system of home reading and study originated by Bishop Vincent.

There is a session of educators held here that attracts many teachers; at its head is Col. Francis W. Parker. This year the Chautauqua Educational Conference will be inaugurated, so that Chautauqua is a place of importance to teachers.

THE NATIONAL EDUCATIONAL ASSOCIATION.

This meets at Saratoga, this year, July 16-18, and the teachers along the line of the "Erie" will have the benefit of the one fare for the round trip to Saratoga—plus two dollars. Those who want to attend the sessions at Chautauqua can buy round trip tickets to that point, stay there to July 15, buy an excursion at one fare to Saratoga and then return to Chautauqua to finish the course there; this was done at the Toronto meeting last year by those who were studying at Chautauqua. In this way those in distant states can make their journey east a most profitable one.

A CHOICE LIST OF SUMMER RESORTS.

In the Lake regions of Wisconsin, Northern Michigan, Minnesota, Iowa, and the two Dakotas, there are hundreds of charming localities pre-eminently fitted for summer homes. Among the following selected list are names familiar to many of our readers as the perfection of Northern summer resorts. Nearly all of the Wisconsin points of interest are within a short distance from Chicago or Milwaukee, and none of them are so far away from the "busy marts of civilization" that they cannot be reached in a few hours of travel, by frequent trains, over the finest roads in the northwest—the Chicago, Milwaukee & St. Paul Railway, and Milwaukee & Northern Railroad:

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Lakeside, Wis.	Lake Minnetonka, Minn.
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(Dells of the Wisconsin.)	Prior Lake, Minn.
Beaver Dam, Wis.	White Bear Lake, Minn.
Madison, Wis.	Lake Madison, So. Dak.
Delavan, Wis.	Big Stone Lake, So. Dak.
Sparta, Wis.	Elkhart Lake, Wis.
Pewaukee, Wis.	Ontonagon, Mich.
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An illustrated book of 100 pages, describing the Summer resorts on the New York, Ontario and Western Railway, can be obtained free on application at offices below. It gives lists of hotels, farm and boarding houses 2,000 feet above the sea, with rates, distances, and all information. In New York: 47, 165, 212, 325, 944, 1,325 Broadway, 737 6th Ave., 1,150 9th Ave., 134 East 125th St., 264 West 125th St. In Brooklyn: 4 Court St., 250 Fulton St., 215 Atlantic Ave., 95 and 115 Broadway, 253 Manhattan Av. or send 6 cents in stamps to J. C. ANDERSON, 95 Beaver St., New York. On May 28 and 31 excursion tickets for one fare will be sold at 325 Broadway and ferry offices, giving an opportunity of personally selecting a Summer home and also enjoying a day's fishing in this delightful region. Tickets good returning May 31.

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IN BRIGHTEST SUMMER LAND,

a profusely illustrated book of over 100 pages, containing maps, etc., will be mailed to any address on receipt of 5 cents to pay postage. Address Fall River Line, P. O. Box 452, New York, or P. O. Box 5143, Boston.

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So you have decided to attend the National Educational Association meeting at Saratoga this year, have you? This is a splendid opportunity to avoid the heat of summer. It is only equalled by the pleasure you will derive from taking the Missouri Pacific Ry., which is equipped with through Pullman Buffet Sleeping Cars from Denver, Colorado Springs, Pueblo, Wichita, Winfield and intermediate points to Kansas City and St. Louis and the Iron Mountain Route with similar equipment from El Paso, San Antonio, Austin, Houston, Galveston, Fort Worth, Dallas, Little Rock and Memphis to St. Louis, where direct connections are made with all through lines to Saratoga Springs. See your nearest coupon ticket agent for lowest rates or address, H. C. Townsend, General Passenger Agent, St. Louis, Mo.

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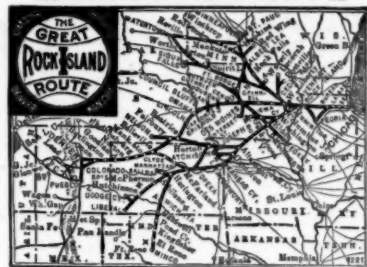
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EUROPEAN PLAN.

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ANNOUNCEMENT!!

TO THE TEACHERS OF AMERICA.

You are all cordially invited to attend the great meeting of the National Educational Association to be held at Saratoga in July, the arrangements for which have already been announced. A word regarding the route: Teachers coming from New York, Brooklyn, and Jersey City, and all those from the West, are advised to take the New York Central & Hudson River Railroad, which is the most direct and in every respect the most comfortable line.

Many of you will doubtless decide, before returning homeward, to visit some of the celebrated health and pleasure resorts of the great Empire State, and to assist you in arranging your itinerary, we append a list of new publications, issued this season, descriptive of hundreds of short tours, via. "America's Greatest Railroad"—

"FOUR TRACK SERIES."

This is a series of books on American health and pleasure resorts and the luxuries of American travel, published by the Passenger Department of the New York Central & Hudson River R. R.

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The New York Central's Tourist Guide to the great resorts of New York and New England.

It contains over 300 royal octavo pages; is beautifully illustrated with more than 100 engravings, half-tones, and numerous maps. Illuminated cover. Ready May 15th. Sent free, postpaid, on receipt of ten cents in stamps.

SUMMER HOMES ON THE HARLEM AND THE HUDSON.

Contains 160 pages, 12mo, giving a description of that delightful region that lies within the first one hundred and fifty miles north of the metropolis, reached on one side by the Harlem Division, and on the other by the Hudson Division, of the New York Central & Hudson River R. R.

It is profusely illustrated with half-tones, and wood engravings, and a fine map. Illuminated cover. Ready May 15th. Sent free, postpaid, on receipt of five cents in stamps.

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"The Nation's Pleasure Ground and Sanitarium."

32 pages, narrow octavo. "The Great North Woods," as this portion of the Empire State has frequently been called, is filled with mountains, lakes, and streams, abounding with game and fish, and containing hundreds of miles of wilderness that have never been traversed by a white man. To those who love nature in her wildest forms, this little book will be of particular interest. It will be illustrated with a number of original engravings and illuminated cover. Ready about May 15th. Sent free, postpaid, on receipt of four cents in stamps.

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GEORGE H. DANIELS, General Passenger Agent,
New York Central and Hudson River R. R., Grand Central Station, New York.

"Great Scott!"

(This dialogue is capable of being expanded in each of the three scenes; more characters may be added. There must be action at every point—that is, the actors must not come in and stand like wooden men and women and merely recite the words; they must put expression into their countenances, move their hands, walk about, gesticulate, say their words with energy and emphasis where needed. Observe this rule: Do as people do in real life, and even a little more so, and enter into the character represented.)

SCENE I.

Auntie Estelle.—(A young lady is seated at the table sewing; a noise is heard outside; then whistling.) There, Robert has returned. I don't know what I shall do with him. (Rises.) He is a good boy, but how rough he is. He has been out in Colorado just long enough to learn uncivilized ways.

Robert.—(Door is thrown open.) Hello, auntie! Hard at work as usual (walks around). Do you know where I've been? Of course you don't, Great Scott!

Estelle (gesticulating).—There, now, Robert, stop there. I know what you will say, "I've been to the woods, Great Scott! I saw a black bear, Great Scott! wasn't he a whopper though! I drew my gun on him, and, Great Scott! didn't he keel over quick! Great Scott!"

Robert (laughing).—Why, auntie, you do it first rate, only it wasn't a bear, it was only a woodchuck, but—

E.—Great Scott! Great Scott! I tell you what, you do the story telling and I'll put in the Great Scotts.

R.—I guess you would have to come in pretty often with them.

E.—I guess so, too. Why, Robert, half you say is Great Scott.

R.—Not so bad as that.

E.—Now I want to have you break up that habit. If you don't say it for a week I'll give you a real handsome present.

R.—Honor bright, something real pretty now!

E.—Yes; something you will like immensely.

R.—Agreed. When shall I begin to hold in on Great Scott?

E.—Well, there is to be a party here to-night, and I don't want you to say Great Scott more than a dozen times; that is enough.

R.—So I should say; why once will be enough for me. I tell you, you carry that little bell in your hand and when you hear me say Great Scott more than once just sound it.

E.—Why, Robert, I shall sound it a dozen times in ten minutes.

R.—You just try me; you don't know how strong I am. Why, out in Denver one of the boys got hold of my umbrella, and Great Scott!

E.—There, there, now.

R.—Why, what, auntie, did I now, did I?

E.—Of course you did.

R.—Great—(Rushes out of the room followed by Estelle).

SCENE II.

(Estelle is standing and several young ladies and gentlemen enter and are received. Robert comes in and walks around greeting the visitors quite vigorously; they appear to talk and some do so, but not too loud. "Great Scott," is heard. Estelle turns and smiles; then, "Great Scott" is heard again and a small bell strikes. They move around talking; "Great Scott," followed by the sound of the bell is heard by the audience. Estelle smiles each time and Robert starts. This goes on for a dozen or more times. Then visitors make their adieux.)

Estelle. Well, Robert, the bell sounded pretty often.

Robert.—What good ears you have auntie (examines them), but you are a good auntie for all that. I am going to begin to-morrow and drop Great Scott and get that present. You have not forgotten about that have you?

E. (laughing).—No, Robert, but I shall not worry myself; you will say Great Scott a dozen times to-morrow. I will give you three days trial. If you don't say Great Scott in three days I will make you a handsome present.

R.—All right. I shall get it; you send to New York for it. By the way, did you see that red gown that new girl from Chicago had on. Great—(claps hand on his mouth) hold on—but I don't begin till to-morrow, do I?

E.—Yes, you may say Great Scott to that; it did not suit her at all. But we have talked enough to-night.

R.—Good night. (Goes out.)

E.—Good night Robert. (Blows out lamp and goes out.)

SCENE III.

Estelle (Sewing—a box is seen under the table).—Well, Robert had done pretty well. I have not been able to find anything here and so I wrote to mother, in New York, to buy him just the handsomest muffler there was to be found. (Rises and walks.) Robert has the making of a man in him. He has been out on his father's ranch in Colorado among rough people, and yet he has not learned to swear, or use tobacco. He has been subjected to temptations of all kinds and yet he has come back here the same open-hearted, energetic fellow he used to be. He does say Great Scott a great many times and does exaggerate, and is really too demonstrative, but that will all disappear. (Walks about.) Now

the great thing I admire in a young man is character, a determination to make something of one's self. What a lot of ninnies there are among the young men! They don't know anything; won't go to school or college and think of nothing but getting a cigarette and puffing it! There's that Lofty (we girls call him Softy) that was here the other night; they say he gets money from his sister, who earns it with her typewriter, to spend on cigarettes! (Whistling heard.) There comes Robert. (Sits down.)

R. (enters very energetically). Whew! I've just come up from Wilkin's store; I'll bet it's two miles, though they call it only one. Great—Goodness how hot I am!

E. (smiling).—I suppose you have kept count of the days.

R.—I should smile! Why, I have just been where I couldn't be agitated, you know. But I have the greatest expectations of a reward for my self-denial! Do you know, auntie, how I came (he stands by her chair) to get in the habit of saying, "Great Scott" so much?

E.—No, tell me.

R.—Well, on father's ranch there were the hardest set of men you ever saw, one of them gave a great "swear" as many times as you hear me say Great Scott. It made me feel bad. I said to myself, well, you won't catch this chap swearing; but you see I had to say something, and so I said Great Scott. Say auntie, this saying Great Scott now don't count against me, does it?

E. (putting her hand on his shoulder).—Why, of course not, Robert. You don't know how glad I am that you told me how you came to say Great Scott. Now I've got the present, for you, mother sent it to me. (Standing up.) Now shut your eyes tight and don't open them till I tell you (opens box and takes out a red muffler and puts it around his neck). Don't you open your eyes, sir; keep them tight shut. (Crosses the ends.) Keep your eyes tight shut. (Leads him to mirror facing audience.) Wait till I say the word; now I have brought you before the mirror. Get ready, when I count three you may open your eyes. One—two—three.

R.—Red! Great Scott! (Some one hold me!)

E. (throws down the muffler).—Great Scott! Great Scott! (Chasing him.) Robert, Robert, I'll box your ears. (She tries to reach him, he runs out; she follows.)

Vacation.

(Recitation for a very little girl.)

By JENNIE D. MOORE, Wappinger's Falls, N. Y.

I'm glad vacation is coming,
The happiest time of the year,
The time of joy and gladness,
To children's hearts so dear.

No more lessons to study,
Nothing to do but play;
Out of sight and forgotten,
We'll put our books away.

We'll say "good-bye" to our teachers,
Our teachers kind and true;
I think they like to see us play,
All summer long, don't you?

The little birds in the tree-tops
Are not more glad than we,
When we roam thro' flowery meadows,
So happy and so free.

We'll play in the long deep grasses,
Under a bright blue sky;
Where daisies grow, and the brook below,
Sings a song as it hurries by.

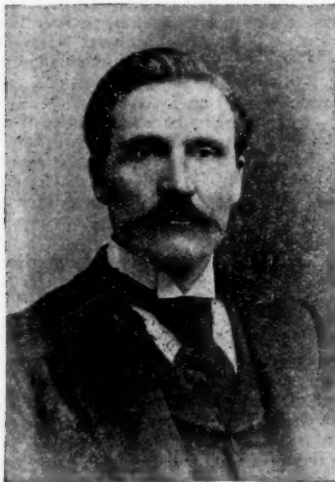
The School-House Stands by the Flag.

He who loves the Republic, remember the claim
Ye owe to the fortunes, ye owe to her name;
To her years of prosperity, past, and in store—
A hundred behind you, a thousand before—
'Tis the school-house that stands by the flag,
Let the nation stand by the school;
'Tis the school-bell that rings for our Liberty old,
'Tis the school-boy whose ballot shall rule.

The blue arch above us is Liberty's dome,
The green fields beneath us Equality's home,
But the school-room to-day is Humanity's friend,
Let the people the flag and the school-house defend,
'Tis the school-house that stands by the flag.
Let the nation stand by the school,
'Tis the school-bell that rings for our Liberty old,
'Tis the school-boy whose ballot shall rule.

—Selected.

The Educational Field.



William David Mayfield.

Supt. Mayfield is one of the youngest of all the state superintendents, being but thirty-seven years of age. His early life was spent in the country, and he received such primary and academic instruction, as the community in which he lived provided. At the age of nineteen he entered Hiwassee college and there completed his collegiate education.

After leaving college he engaged in teaching, and continued to teach for three years, when, in 1878, he was elected school commissioner for Greenville county, for a term of two years. Soon after entering upon the discharge of the duties of this office, the people realized that he was far in advance of the educational sentiment of his county, and gave him their influence and support in his efforts to make the many needed changes for the improvement of their schools. The spirit awakened, and the advancement made all along the educational line, became known far and wide. Better teachers were sought, more comfortable and better furnished school-houses were urged, and confidence in the public school system became fixed. He was twice re-elected to this office and for another term chiefly administered it for the gentleman who then held it.

Under Mr. Mayfield's administrations the cause of public education in his county made rapid strides, and became popular with the people. In 1879 he held the first county teachers' institute ever held in his state, for the purpose of stimulating and improving his teachers. He first suggested inter-county normal institutes for his state and, although most excellent results had been accomplished in the county institute, the fruits of the new plan were indeed most satisfactory. The success of his efforts in awakening his people to the necessity of supplementing the public funds by private subscriptions was marvelous. Under him the magnificent public school buildings of the city of Greenville were erected and its splendid system of graded schools established—the pride of the whole city.

The successful work of Mr. Mayfield became known abroad, and, in 1890, he was elected to the office of state superintendent of education, for the state of South Carolina. Although his predecessors in office were good and active men, the cause of education in the state has in no way suffered during his administration. The spirit of institute work has spread over the state. Last year more counties than ever before held them with a far greater number of teachers enrolled. This summer a still greater number of counties are to hold them, and even better results than ever are expected. A thorough believer in his cause and fully committed to his work, Supt. Mayfield has characterized his present administration with efficiency, push, and zeal, and the present indications are that his re-election this year to another term is an almost assured fact.

The annual report of the public schools of Lexington, Ky. (Supt. Cassidy) says: "The course in reading should not be shortened but enriched. Five intensely uninteresting text-books are now used in the schools on this subject. I would recommend that only a few weeks of the school term be devoted to reading in the text-books, and the rest of the term given to the reading of such good books as will at once broaden and interest the child." All thinking superintendents and teachers will agree to this doctrine, but how are these supplementary books to be obtained? Teachers write to the editors of their sympathy with this

idea of extended reading, but invariably end with the announcement that they have no such books and "don't know how to get them." Will somebody who has found a way or made it, tell how it was done?

The American Institute of Instruction

Will hold its next annual convention at Narragansett Pier, R. I., July 5-8, '92. In the arrangement of program it has been the aim to consider a single subject for each day, except the last. The general sessions will be held in the mornings and evenings, leaving the afternoons for rest and recreation. Professor Simon N. Patten, of the University of Pennsylvania, will lecture on "The Economics of Education" on the opening evening. Wednesday will be a grammar school day and geography will be taken up by Prof. Davis, of Harvard college, arithmetic by Superintendent Aldrich, while President Capen, of Tufts college, and Mr. Page, of Dwight school, Boston, will discuss the general subject of "Grammar School Reformers," on Thursday which is *English Day*. Miss Hyde, of Framingham, Mr. Thurber, of Boston, Professor Sears, of Brown university, and Prof. Johnson, of Trinity college, will take up the different phases of the teaching of English.

On Friday, Superintendent Douglas, of Keene, will read a paper and Hon. Henry Sabin, of Iowa will be heard on the subject of "Country Schools." In addition to the regular program, two round table conferences will be held on "Promotions in Graded Schools," and "Relations of Colleges and Secondary Schools."

The well-known attractions of Narragansett Pier as a summer resort will be a powerful attraction to weary teachers aside from the feast of good things which this institute never fails to provide in the way of a professional and social regime.

The *Batavia Daily News* gives the action of the school board. Superintendent John Kennedy was re-elected and salary advanced from \$1,800 to \$2,000; this was attended with warm words of approval of his ability and sound judgment. Four new appointments were made; they are graduates of Smith college, Cornell university, Genesee normal, and Elmira Female college. This is following the plan adopted when Mr. Kennedy took office, that teachers holding professional certificates only would be employed. It is not worthy of notice that the average of attendance was 90 per cent., in some rooms 97.

The "Batavia plan" is one that certainly will be copied. The effort of teachers to pass from the lower to higher grades shows that they foresee the time is coming when only holders of professional certificates will be employed in the schools. The majority of teachers are opposed to it, for they know they cannot pass the examination required; but they could do it in piecemeal—a part this year, a part next. We have called attention to the significance of the summer schools, the pedagogical classes, the reading circles, established by the teachers themselves to obtain larger preparation. It is useless to shut the eyes to what is before us.

The appointment of Supt. Draper in Cleveland in the place of Supt. Day led to a good deal of talk. Mr. Draper wrote a letter to the *Albany Evening Journal* concerning his appointment, in which he says:

"Last winter there was a revolution concerning school matters in Cleveland. There was new and radical legislation which centralized authority and responsibility in a director and school council.

"The director and council were elected at a general election in April. The law provides for the appointment by the director, with the approval of the council, of a superintendent of instruction, who has the power to employ all assistants and teachers and discharge them at pleasure, and whose term is without limit. All this points to the fact that the people were intent upon a radical reorganization. In reply to letters asking if I would come to the assistance of the new authorities in meeting their grave responsibilities I answered no less than three or four times that it was not practicable for me to consider the matter. To their representative who visited me I made the same reply and advised the appointment of the former superintendent. This, I am told, was then very seriously considered, but upon consultation with him the director, who had to bear all the responsibility, determined not to do so because of the apprehension that the superintendent's familiar acquaintance with interested parties would stand in the way of his taking that independent and decided course which the circumstances required. Immediate action of some kind was imperative, and I was implored by telegraph to come here immediately for consultation and reluctantly did so. After a full interchange of views and such consideration of my duty in the premises as the time and circumstances allowed I yielded to the solicitation of the director to accept the position, at least for the time being, or long enough to start the new organization on its way, and leave other matters for future consideration, and my name was sent to the council and immediately and unanimously approved. We have got so far on the road. When other bridges are reached it will be time to determine whether or not to attempt to cross them.

"The statement that I worked for or in any way sought the position is not true. I have every reason to believe that the statement that the former superintendent was not appointed because he refused to do the bidding of the director is not true. Certainly I have not been asked to do his bidding. The statement that 'the Republicans are indignant at the removal of Mr. Day, who is a good party worker,' is not true. The director and council are, unfortunately as I think, all Republicans. Mr. Day is a very worthy school-man, but the last man to be characterized as a 'party work r.' Republicans and Democrats alike have commended the action taken. Every daily paper in the city save one, representing every shade of political opinion, has approved the appointment in the most unmeasured terms. The exception is not a Republican but a Democratic journal."

The vaccination rule (a state law) at Bridgeport, Conn., has caused an absence of 500 children in the schools of that city.

There is a prejudice against vaccination among the parents, and the result is that seven-eighths of the absent 500 are receiving no tuition whatever.

A catalogue of Pratt institute for 1892-93 is just issued. Besides a clear statement of the aim of the institute, the object of each different department is given in detail. In a word, this little book contains just the information that is needed for students who know there is such an institution as Pratt institute and know nothing of the opportunities offered there. The normal art courses will be of especial interest to teachers who desire special training to qualify them to fill positions as public and private teachers. The department of domestic art and science now embraces a normal domestic science course for teachers and instruction in household science, public hygiene, and science of cooking. There will also be a class established in kindergarten training in the fall. The department of mechanic arts in this school will henceforth be known as the department of science and technology. The subject of algebra and physics will be hereafter taught in the evening classes of this department. A class will also be organized for the study of American Literature under the auspices of the school for library training.

The Minneapolis school board has decided to give up its training school. The decision was made upon the ground that every year there was graduated a class of girls who had to be provided with places in the schools, and the schools in this way were being filled up with young teachers. It was thought that the course in the training school was nothing that was absolutely necessary to fit the young ladies to become efficient teachers, and the board came to the conclusion that it was something that could be done without.

For the first time in the history of the University of the City of New York the degree of Master of Arts was conferred upon a woman—Sarah J. McNary, of Newark, N.J., and for the first time the university granted the degree of Doctor of Philosophy to a woman—Mary B. Dennis, of Brooklyn. It is plain that women mean to avail themselves of educational advantages. There is a deep meaning here; if there is a good thing, women are able to appreciate it; they appreciate education far more than men.

The *Manchester Mirror* (N. H.) believing that the art of composition does not receive attention enough in the public schools and wishing to create an interest in that branch of study, has offered the *Encyclopedia Britannica* as a prize for the best English composition by a pupil of the public schools of that city on the following terms. These subjects are given for selection: "Merchants' Week in Manchester. The Parks of Manchester, Present and Prospective. Amoskeag Falls. Manchester at the World's Fair. Manchester in 1942. The Natural Scenery of Manchester. What Should our Schools Teach? What Should Rich Men Do With their Money?"

Each contestant will be required to file with his or her paper a written statement that the composition offered has been written, punctuated, and corrected by him or her without any assistance from any other person, and that it is entirely original. The time allowed for this work is the summer vacation, and the length of it, to be not less than 500 and not more than 1000 words. The cyclopedia to be awarded consists of 25 volumes bound in seal, worth \$62.00.

A Bible school will be held this season in connection with the Martha's Vineyard summer institute. It will be under the direction of the American Institute of Sacred Literature, of which President Harper, of the University of Chicago, is principal. The teaching will be entirely unsectarian. The instructors and lecturers are Prof. Charles R. Brown, Ph. D., Rev. Dr. W. V. W. Davis, Prof. J. S. Riggs, D. D., and Mr. Frank M. Bronson.

The annual report of the city of Newark gives an excellent condition of the library interest in that city. Nearly all the schools have libraries; the books are selected with care by principals and teachers. An effort has been made to adapt the subject-matter of the books to the grade and advancement of the classes. The convenience of locating the library in the class-room where it is always accessible is a feature of the library arrangement. The use of the free library by the schools is increasing. Special opportunities are given the teachers, by the board of trustees, to personally handle the books upon the shelves. This admirable unity of feeling and effort between the schools and authorities will not only result in an increase of interest in books as books, but must have a visible effect upon the general culture of the teachers.

Mr. Gilman C. Fisher, superintendent of schools of Muskegon, Mich., has been elected superintendent at Pawtucket, R. I., to fill the vacancy caused by the resignation of Supt. Maxson. Mr. Fisher was educated at the East, and has had fourteen years' experience as school superintendent, and brings high recommendations to his position.

Mr. A. T. du Pont, of Louisville, Ky., has presented that city with a manual training school. The cost of this school will exceed \$75,000. There are to be two buildings connected by a bridge, and the motive power of the machinery is to be electricity, and to accommodate 300 pupils. The board of education to whom the offer was formally made, accepted the magnificent gift and proposed to name the school for the generous donor, who declined the honor. Among the conditions upon which this offer was made are the following:

"That the board shall establish and maintain in said building a manual training high school of the first order as a part of the public school system, free to all white boys in the city qualified to enter the male high school, and not under thirteen years of age.

"The teachers and professors in the manual department shall in every case be graduates of some reputable manual training school.

"The board shall keep the property fully insured, and, if destroyed by fire, rebuild the property at once.

"That no special trade shall be taught in said school, nor any articles manufactured therein for sale."

Among the interesting things shown in the Central school at Saginaw, was a collection of twenty-three small papers held together by a brass fastener. On each of these papers was written in the child's handwriting his or her name and grade and a list of the books that he had read. Thus was gathered up in a little compact form a record of some of the influences that had shaped the character of each child. There was an untitled story between these lines to those who knew how to read it. The list of these books, as a whole, were most creditable. The author of the "Zig-zags" would feel flattered at their frequent recurrence.

The training teachers of Michigan have organized a "Training Teachers' Association," and held their first meeting in Jackson, May 14. There was an interesting program. The next meeting will be held at Saginaw, where committees are appointed to report on the following topics:

"A Uniform Course of Study and Plan of Organization."

"The Place the Kindergarten should be given in the Public Schools."

"Science Work below the High School. What, and how much?"

"Experimental and Progressive Work."

The following are the officers for next year: Pres. Miss M. H. Scott, Detroit; Vice-President Mrs. Goss, Grand Rapids; Secretary and Treasurer, Miss Cuddeback, Alma College.

Huntsville, Ala., is the site of a large colored normal and industrial school. The school was founded in 1875, the state legislature appropriating \$1,000. Its first home was in the basement of a little colored church. When it outgrew these quarters, Congress doubled the appropriation, and an old mansion and surrounding outbuilding were purchased. In 1882 two large buildings were erected in Huntsville. The school now numbers four hundred pupils, whose ages range from fourteen to forty years.

Instruction in the scholastic department corresponds to a high school course, with the addition of music and bookkeeping.

In the industrial department instruction is given in cooking, general housework, laundry work, plain and fancy sewing, farming, blacksmithing, carpentry, and type-setting. The furniture in all the buildings is the work of the students. All instruction is free. Board costs seven dollars a month and one dollar's worth of work. Many of the students pay their entire expenses by work.

The following incident will show the spirit of President Council and his co-workers. At a time when the school was suffering for lack of accommodations, they accepted only one-half their salaries, and donated the remainder toward the building fund.

Superintendent Missimer, of Erie, Pa., says: "If children know the elements of drawing, they can make a garden better, build a better fence, draw a straighter line, or lay out a better walk. Not a roll of paper, a belt of calico, or a bit of oil cloth comes from any manufactory without having a design on it first drawn by some person. There is not a piece of machinery made that was not built from a model, and this was made from a drawing. Yes, drawing is one of the most practical and useful studies of the schools."

Annaberg, in Saxony, feels that it is sure of a place in the world's history, if for no other reason than it was the home of Adam Riese, the "father of arithmetic," and the town council is preparing to raise an elaborate monument to his memory. Riese was a contemporary of Luther; he was born in Bavaria, and became a miner and afterwards set up a school. There he published the first series of books in German, for training the young in the art of reckoning and the mysteries of weights and measures. He had four sons, and they all took naturally to figures and continued their father's work after his death in 1559.

The New York state building at the exposition, as shown by the plan which the commissioners have approved, will be one of

the most commodious and artistic of all. It will measure 97 by 193 feet, be two stories high, and covered with "staff," treated to represent marble. The estimated cost is from \$80,000 to \$100,000. The ground floor is to contain wide corridors, an information bureau, post-office, parcel-room, open court and large reception-room for women. The second story will have a large hall or auditorium, 42 by 80 feet, a general reception-room, and an apartment for the newspaper men of the state who may be sent there. The design of the structure is of the Italian renaissance order, with a suggestion of the colonial style.

Professor J. T. Gaines, of Louisville, Ky., proposed this psychological experiment for his school. The words "If at first you don't succeed," were written three times by one person, and three times by another. They were then handed around and each was to determine: (1) Which three are A's writing? (2) Which three are B's? (3) Which is A's natural hand? (4) Which is B's natural hand? (5) Which two are A's disguised writing? (6) Which two are B's disguised writing? What principle did each follow each time in disguising?

Prof. Gaines says: "This is designed to demonstrate how the mind acts in acquiring what is called the 'handwriting.' If a teacher can understand this, he will not be a stumbling-block to the pupil, as nine out of ten are."

The city of Providence leads off in the teaching of practical voting, and the Australian ballot system will be selected. A pile of unused official ballots have been left over from the recent elections, and it is proposed to use these for this purpose.

These ballots have been distributed among the teachers of the grammar schools, who will, as soon as possible, explain the system to the pupils. Later, playrooms in the basements of the school buildings may be provided with voting booths for practical illustration.

Brookline School Exhibit.

(Reported by A. W. Edson, State Agent of Massachusetts.)

"If I had the tongue of an angel, I could not give you an idea of the effect of all this work upon our pupils; our whole school system is in a new atmosphere," was the reply of one of the leading teachers of Brookline in answer to an inquiry as to the value of the new subjects and methods recently introduced by Supt. Dutton. The exhibit held in the town hall from 9 a. m. to 10 p. m., June 7, 8, and 9, had for its object a reflection of what the schools there are doing—an object-lesson respecting the scope and aim of school training, and attracted much attention far and near.

The schools of Brookline, under the able and enthusiastic direction of Superintendent S. T. Dutton, sustained by a liberal and progressive community, and by an able and zealous corps of teachers, have cut loose from traditional methods, and have taken up promptly and rapidly those forms of training most approved at the present time. Observation, experiment, investigation, and reading followed by oral and written statements, have been made the leading educative processes.

The exhibit comprised the work of over 2000 pupils, and was arranged in uniform order about the sides of the hall on charts and tables. In the center of the hall were teachers' tables containing illustrations of the means and devices used in teaching.

SUBJECTS REPRESENTED.

1. **KINDERGARTEN.**—The average age of children whose work was shown is four and a half years, and the average length of time they had spent in the kindergarten, one year. The occupations represented were sewing, pasting, weaving, paper-folding, paper-cutting, pease-work, drawing, and clay modeling.
2. **FORM-STUDY AND DRAWING.**—The upper row of charts presented a progressive line of selected work through all the grades. The corresponding work of entire classes was placed in folios on the tables.
3. **ARITHMETIC.**—These contained work in measures, fractions, percentage, and interest, begun very early in the course. Much of the work was made graphic by means of drawings.
4. **HISTORY AND GEOGRAPHY.**—These subjects were evidently taught in as close connection as possible. Important events were located by maps drawn. Human interest was given to the several countries by a study of the lives of the men and women who have given them their history.
5. **LANGUAGE AND LITERATURE.**—In all the papers and test exercises it was clearly shown how the language power is trained in and through the usual school subjects. Much attention was given to standard authors. The written exercises showed how literature is made a means of culture in language.
6. **NATURE STUDY.**—This properly included plants, animals, and minerals. These topics are pursued in the first three years, the sixth year and the ninth year. The study has been purely observational with verbal and written description. The plant collections consisted of fruits, seeds, and such productions as are considered in studying the parts of the plant, and in the higher grades the products belonging to physiological botany as sugars, starches, grains, etc. The microscope had been freely used as was evidenced by many drawings. The structure of animals had been studied in the lobster, cray fish, and insect. The pupils had collected several hundred specimens. Specimens showing various stages of metamorphosis were also shown. Simple observation lessons upon minerals and the rocks of the neighborhood were given in the second grade;—the rocks of Brookline systematically studied in the sixth year. The collections on the teachers' tables were such as had been furnished all the teachers wherever the above subjects had been taken up.
6. **ELEMENTARY CHEMISTRY AND PHYSICS.**—During the fourth and seventh years simple experiments were performed on fire, air, oxygen, nitrogen, carbon, carbon-dioxide, hydrogen, and water. During the fifth year the properties of air and liquids, the effects, source, and transmission of heat had been observed.

The work of the eighth year included electricity and magnetism. The written exercises in nature study and elementary science showed how fully drawing had been employed in all school work.

7. **SEWING.**—Needlework, now taught from the third year in a thoroughly progressive course was exhibited, so arranged as to tell its own story. Pupils who complete the grammar school course acquire practical ability in measuring and cutting garments.

8. **DOMESTIC ECONOMY.**—The exhibit in the line of cooking represented work done by pupils in the last four years of the grammar school course.

During this time attention is given to the care of the kitchen, the making and care of the fire, the care of dishes and other details of household economy. Lessons, illustrated by simple experiments, are given on the chemistry and composition of foods. School kitchens are now in use in the Lincoln, Heath, and Lawrence schools.

9. **WOOD-WORKING.**—The exhibit in this line comprised five distinct courses, that may be briefly described as follows:—

Fifth Year. Elementary wood working, average age about ten years. The exercises in this course are designed to instruct the pupils of the more important tools. The series is progressive and by easy and distinct steps passes from the simple to the more difficult. Particular emphasis is given to the laying out of their work, and the use of working drawings, from which all the work is done.

Sixth Year.—This year is devoted to bench work in carpentry. The course calls for the completion of joints of many varieties and serves to increase the proficiency already obtained the previous year.

Seventh Year. The work in wood-carving is, in the first place, made up of exercises designed to instruct in the use of the tools provided for each pupil, and aside from its educational value is of little worth. These exercises are supplemented, however, by more difficult work, such as carving panels, frames, book racks, etc.

Eighth Year. The eighth year finds the boys in the turning-room, where exercises in different kinds of wood turning call for such a use of judgment and accuracy as cannot but help being of great value to the pupil, aside from the practical knowledge of the art he acquires.

Ninth Year. During the last year of the grammar school, advanced work in wood-turning, center-turning, face-plate-turning, and chuck-turning is taken up and work in pattern-making introduced. As soon as the foundry shall be completed, it is proposed to confine all the turning to the eighth year, and let pattern-making and foundry-practice occupy the time devoted to shop work during the ninth year.

10. **MECHANICAL DRAWING.**—The exhibit represented work commenced in the sixth year, and continued throughout the course. In this department the boys are taught to make orthographic projections of models, lettering, to make working drawings of tools and models used in the shop, also, during the ninth year, inking, making tracings and blue prints of their work. For all this work four hours per week are required, two hours being spent in the shop, and two in the drawing-room.

One of the most interesting features of the exhibit was the collection of plants, woods, minerals, etc., found in Brookline, and displayed by the Agassiz club from the high school. During the afternoon and evening, from 3:30 to 5, and from 7:30 to 9 o'clock, there were class exercises in singing, calisthenics, kindergarten, sewing, cooking, and wood-working.

The Delaware & Hudson railroad will open up the wonderland of the Adirondacks to the teachers who assemble at Saratoga this year. Let every one that can, determine to take advantage of the excursions offered. The Alp region of Switzerland is not superior to the Adirondacks. Aim to visit the Adirondacks. Congress Hall in Saratoga is a model hotel; it will be headquarters for the State and National Associations. Col. Clement will leave nothing undone to have the teachers satisfied; he has a pride in Saratoga and a cordial sympathy with the objects of the associations.

The kindergarten department of the National Educational Association meets July 13 and 15, and will discuss these subjects: "Professional Training of Kindergartners," by Mrs. Eudora Hailmann, "Artistic Simplicity of Childhood," by Amalie Hofer, and "Symbolic Education" by Laura Fisher; "The Application of Psychology to Kindergarten Methods," by Constance McKenzie, "Songs, Morning Talks, and Stories," by Emilie Poullson, and "The Influence of Gesture in Awakening Thought," by Laura Giddings.

New York City.

THE COLUMBUS CELEBRATION.

The program for the celebration in New York of the four hundredth anniversary of the discovery of America by Columbus has been definitely arranged. The celebration will begin Saturday and Sunday, October 8 and 9, when appropriate services will be held throughout the city. On Monday there will be a parade of students and of day and Sunday-school children, and in the evening it is proposed to open a loan art exhibition and to have the first performance of S. G. Pratt's cantata, "Triumph of Columbus," and celebrations by societies, schools, and colleges. On Tuesday, the naval parade will take place, and in the evening there will be a concert by the German-American male choruses of the city, numbering 6,000 singers, and other celebrations by civic organizations. Wednesday, the 12th, which is a legal holiday, will be ushered in by salutes, bell ringing and the raising of the American flag at the Battery, and at the old fort in Central Park. Later in the day it is proposed to have a parade of military and uniformed organizations, and to co-operate in the unveiling of the statue of Columbus in Central Park. In the evening there will be a general illumination of the city and a pageant to illustrate the voyage and landing of Columbus. On the evening of October 13, the celebration will be concluded by a banquet at the Metropolitan Opera House.

Dr. Jerome Allen, dean of the New York University School of Pedagogy, sailed on the 9th instant for England; he intends to make

something of a survey of the means of studying pedagogy in England and Scotland. His health has improved somewhat lately. The engrossing duties of the school of pedagogy have prevented his writing for THE SCHOOL JOURNAL for the past twelve months. He purposes to write some letters concerning his conclusions when abroad.

It is reported in one of the daily papers that Com. Crosby of the board of education declares that but ten per cent. of the boy and girl graduates of the public schools could pass the examination in English grammar demanded for entrance to the City college. This shows a grave error not in the course of studies or teachers, but in Com. Crosby. It is not the object of a single one of the schools to prepare its graduates to enter the City or Normal college. A few of these graduates may desire to enter these colleges; their teachers may sympathize with these ambitious boys and girls and may aid them all they rightly can, but the great mass of the graduates have no leisure to go farther in their studies; the course of study and the teaching of it is aimed at this great majority. The work done in the grammar schools is not measured at the colleges; they have little more value to them than to the Metropolitan Museum of Art; they are open to them if they desire to avail themselves of the advantages in them. The board of education declined to discontinue teaching the German language, but it should not be a part of the regular course of study. If there are enough to warrant teaching it, let it be taught after the regular school hours. A rightly made course of study requires every moment of the regular school day; a rightly constructed course of study should be in English only. Yet as a favor to those who may wish to study German, French, or Italian when there are enough to warrant it in a school these languages may be taught after the regular hours.

At the sixtieth commencement of the University of the City of New York, these thirty from the School of Pedagogy received the degree of Master of Pedagogy:

Emma L. Ballou,
Elias Crane,
Catherine A. Clancey,
Isabel Camp,
Charles M. Dairymple,
James D. Dillingham,
Mabel Greene,
Blanche Halsey,
William D. Heyer,
J. Imogen Howard,
Hermann von der Heide,

Alice M. Lockwood,
William A. Miller,
Maude Page,
Marie W. du Puget,
Caroline W. Rehorn,
Ellsworth Shafro,
Charles T. Seaman,
Elmer K. Sexton,
Arthur W. Smith,
Franklin Thorne,
Addison J. Wells.

And these eight from the same school received the degree of Doctor of Pedagogy:

Gertrude M. Edmund,
Wellington E. Gordon,
Ellen E. Kenyon,
Jennie B. Merrill,

Almond G. Merwin,
Burtis C. Magie, Ph.D.,
Joseph L. Taylor,
Lucien J. Whitney.

The occasion was a most interesting one; the seats of the brilliantly lighted Metropolitan Opera House were well filled; the dignified chancellor was in his robes; the candidates for honors came forward in robes and with the students, "Mortar-board" cap on their heads, amid applause. Thus the conferring of honors upon students of education is at last made a part of the annual exercises of the old University of the City of New York.

Miss Imogene Howard, a colored teacher in one of the grammar schools in New York city, has been appointed on the Woman's Board for the World's fair of the state of New York. Miss Howard is a graduate of the Boston high school, but has been a resident of New York for the last twenty years. She is one of the graduates of the class in pedagogy of the University of the City of New York. Her special work on the board is as a member of the committee on education, of which Mrs. Andrew D. White is the chairman. Their chief duty will be to present the history and progress of education in New York state. Miss Howard is worthy of this appointment, which was unsolicited, and it is a recognition of the right of the colored race to representation at the fair which honors the appointing power vested in Mr. John Boyd Thatcher, the World's fair representative for New York.

There will be a summer school of manual training at the New York College for the Training of Teachers, from July 18 to August 13. The faculty will consist of President Hervey, Prof. Gordon, supervisor of manual training at St. Paul, Prof. Drake, instructor at Pratt institute, and Prof. Bennett, of the department of mechanic arts of the New York College for Training of Teachers. The course of study will include two weeks' instruction in educational psychology in its application to manual training by President Hervey; four weeks in mechanical drawing by Prof. Gordon; four weeks by Prof. Bennett in mechanical drawing and elementary wood working for grammar schools when children occupy their regular desks; four weeks by Prof. Drake in a course in bench work for grammar and high schools. During the last two weeks Prof. Bennett will give an elementary course in relief carving adapted for grammar and high schools.

The College of the City of New York is the subject of many attacks in the *Recorder* and *Sun*. There is an investigation to be made to see if the \$150,000 annually spent is wasted or not. The city can afford to spend that amount on higher education and a good deal more. What is needed is (1) the founding of six high schools and (2) of a central institute in which there should be professors to teach Latin, Greek, French, German, and technical and art knowledge of all kinds. Of this the city college would be a department. No going backward, Messrs. Board of Education.

Educational Associations.

We present for the convenience of our readers a list of the educational associations and summer schools, which is as complete as possible to date.

National Association, Saratoga Springs, July 12-15. E. H. Cook, Flushing, N. Y., Pres.; R. W. Stevenson, Wichita, Kan., Sec'y.
Pennsylvania State, Beaver Falls, July 5, 6, 7. Dr. E. O. Lyte, Millersville, Pres.; Supt. J. M. Reed, Beaver Falls, Sec'y.
Southern Educational Association, Atlanta, Ga., July 6-8. Solomon Palmer, East Lake, Ala., Pres.; Eugene G. Harrell, Raleigh, N. C., Sec'y.
Southern Illinois Teachers' Association, Effingham, Aug. 23, 24, 25. M. N. McCartney, Mound City, Pres.
Texas State Teachers' Association, Houston. One week, beginning July 6.
Kentucky State Teachers' Association, Paducah, June 28, 29, 30. C. H. Deitrich, Hopkinsville, Pres.; R. H. Ca others, Louisville, Sec'y.
Educational Association of Virginia, Bedford City, July 20-23. State Supt. Massey, Pres.; J. A. McGilvray, Richmond, Sec'y.
American Institute of Instruction, Narragansett Pier, Ray Greene Huling, Fall River, Mass., Pres.; Augustus D. Small, Allston, Mass., Sec'y.
Missouri State Teachers' Association, Pertle Springs, June 21-23. W. J. Hawkins, Nevada, Pres.; Supt. A. L. Whitaker, Kirkwood, Secretary.
Tennessee State Teachers' Association, Tullahoma, July 26, 27, 28. Supt. H. D. Huffaker, Chattanooga, Pres.; Prof. Frank Goodman, Nashville, Sec'y.
Illinois State Teachers' Association, Springfield, Dec. 27, 28, 29. George R. Shawhan, Urbana, Pres.; Joel M. Bowley, Metropolis, Sec'y.
Kansas State Teachers' Association, Topeka, Dec. 29, 30, and 31. J. E. Klock, Leavenworth, Pres. Miss Ida M. Hodgson, Lyons, Sec'y.
Georgia State Teachers' Association, Atlanta, July 4-6. Euler B. Smith, La Grange, Pres.; J. W. Frederick, Marshalltown, Sec'y.
Arkansas State Teachers' Association, Mt. Nebo, June 28.
West Virginia State Teachers' Association, Grafton, July 5.
Virginia State Teachers' Association, Bedford City, July 20. J. A. McGilvray, Richmond, Sec'y.
South Carolina State Teachers' Association, Columbia, July 19. L. W. Dick, Darlington, Sec'y.
New Jersey State Teacher's Association, Asbury Park, N. J., June 30, July 1 & 2. State Supt. A. B. Poland, Trenton, Pres.; J. H. Hulsart, Dover, Sec'y.
Louisiana State Teachers' Association, Ruston, June 22-24. Thos. D. Boyd, Natchitoches, Pres.; A. C. Calhoun, Baton Rouge, La., Sec'y.
Kentucky Colored Teachers' State Association, Henderson, Ky., July 19. W. H. Mayo, Frankfort, Pres.; A. H. Payne, Hopkinsville, Sec'y.
North Carolina State Teachers' Association, Morehead City, June 30. E. G. Harrell, Raleigh, Sec'y.
Maryland, Blue Mt. House, July 6. Albert F. Wilkerson, 1712 W. Lombard St., Baltimore, Sec'y.
Texas State Teachers' Association, Houston, June 29, 30-July 1. J. M. Carlisle, Austin, Pres.
Texas State Superintendents' Association, Houston, June 28.
Alabama Educational Association, Birmingham, Ala., June 28, 29, 30. J. H. Phillips, Pres.; J. W. Morgan, Jr., Sec'y.

SUMMER SCHOOLS.

National Summer School, Glens Falls. Three weeks, beginning July 19.
Martha's Vineyard Summer Institute. Begins July 11. W. A. Mowry, Pres., Salem, Mass.
Callanan Summer School of Methods, Des Moines, Iowa, July 6-31.
Chautauqua Literary and Scientific School, Chautauqua, N. Y., July 30-Aug. 26. John H. Vincent, Chancellor.
North Texas Summer School, Fort Worth, July.
Harvard University, Summer Courses. Vocal training and expression. Five weeks, beginning July 16. Instructor in charge, S. S. Curry.
Harvard Summer School of Botany, Botanic Garden, Cambridge, June 30-Aug. 3.
Montana Summer School of Normal Methods, Helena. Three weeks, beginning June 13. Write to Supt. R. G. Young, Helena, for particulars.
Marine Biological Laboratory, Wood's Holl, Mass. Seven weeks, beginning May 6. Dr. C. O. Whitman, Director.
Amherst Summer School of Languages. Five weeks, beginning July 4. Address Miss W. L. Montague, Amherst, Mass.
Natural History Camp for Boys. Wigwam Hill, Lake Quinsigamond, Worcester, Mass. July 6-Aug. 31. Address Dr. W. H. Raymenton, Worcester, Mass.
Summer School of Pedagogy, Clark University, Worcester, Mass., July 18-30. Address Dr. G. Stanley Hall, Worcester, Mass.
School of Applied Ethics, Plymouth, Mass., July 6-Aug. 17. Address the secretary, S. Burns Weston, 118 S. 18th St., Philadelphia, Pa.
Summer Training School for Teachers, Coronado Beach, Cal., July 25-Aug. 15. Harr Wagner, San Diego, Cal., Pres.
Pacific Grove, Cal., School of Methods, July 1-15. Supt. Will S. Monroe, Pasadena, Manager.
Cornell University Summer School, Ithaca, N. Y., July 7-Aug. 18. Prof. G. W. Jones, 17 Stewart Ave., Ithaca, N. Y.
Summer Training School of Kentucky State Normal, Lexington, Ky. Six weeks, beginning June 6. Address Ruric N. Roark, Lexington, Ky.
Kentucky Chautauqua, Woodland Park, Lexington, Ky., June 28-July 8. Address Chas. S. Scott, Lexington, Ky.
Western Summer School of Kindergarten and Primary Methods. June 28-July 22. La Porte, Ind., E. Elizabeth Hailmann, La Porte, Ind., Sec'y.
Mountain Lake Park (Md.) Summer School, Aug. 2-23. Dr. Wilbur L. Davidson, Cincinnati, Superintendent.
H. E. Holt's Normal School and Institute of Vocal Harmony, Lexington, Mass., Aug. 2-10. Address Mrs. H. E. Holt, Sec'y, Box 109 Lexington, Mass.
Minnesota University Summer Training School, Minneapolis, Minn. Four weeks, beginning July 27. Address Supt. Kiehle, Minneapolis.
Chautauqua Assembly, Madison, S. D. July 1-21.
Sea-Shore Normal Institute, Martha's Vineyard (West Chop). Four weeks, beginning July 18. A. E. Winship, Boston, Mass., Pres.; R. H. Holbrook, Lebanon, Ohio, Manager.
Wisconsin Summer School, Madison, July 5-30. Address Prof. J. W. Stearns, Madison, Wis.
School of Oratory, Ocean Park Old Orchard, Maine, July 19-Aug. 5. Address I. F. Friabee, A. M., Lewiston, Me.

The universal praise given Hood's Sarsaparilla by those who have taken it, should certainly convince you that it is the best spring medicine. It thoroughly purifies the blood.

Correspondence.

Notes of Preparation.

Preparation for the day's work is the great essential to successful teaching. Teaching without this preparation is somewhat like a doctor who administers medicines whose properties he does not thoroughly know. This preparation may be done in a very simple way, if a teacher will be a little systematic. I have found the following plan very easy, and by its help I know all I have taught in any particular school on any particular day. It is also a great help for examinations and reviews.

I buy a common scribbling book, and having selected what I shall teach on certain days I write them as follows, filling in each evening the following day's lessons. By this I can follow each subject out, taking each step in the lesson in its logical order:

- CLASS. Monday, January 18, 1892.
- Fourth.*—COMPOSITION.—Whale—Class, structure, habits, how caught, etc., etc.
- GEOGRAPHY.—Manitoba, occupations of people, industries, people, religion, education, etc., etc.
- LITERATURE.—Evangeline, 524—552.
- ARITHMETIC.—Explain compound interest.
- SPELLING.—Hard words of literature lesson.
- BOOKKEEPING.—Explain how to keep a bills' receivable account.
- Third.*—COMPOSITION.—Horse—Class, size, shape, color, where found, parts, food, habits, etc.
- GEOGRAPHY.—Bays, East of N. Amer. Baffin's B., Davis St., Hudson B. & S., Gulf of St. Lawrence, Fundy B.
- READING.—Lit. words, phrases, and clauses explained (A. M.) Read (P. M.)
- ARITHMETIC.—Explain compound division.
- SPELLING.—Words of reading lesson.
- Second.*—COMPOSITION.—An Orange—Name, general appearance, parts, uses, where found.
- READING.—Lit. words, ph., cl. (explained) (A. M.) Read. (P. M.)
- ARITHMETIC.—Teach minutes, hours, days, weeks, months. (review) in., ft., yds., rds.
- SPELLING.—Hard words of reading lesson.
- Part II.*—COMPOSITION.—Reproduce a short story. "Carrie's Journal." (INSTITUTE, p. 135.)
- READING.—Words and meaning of phrases, etc., use these in sentences (A. M.) Read. (P. M.) This class has four lessons per day.
- ARITHMETIC.—Number work of 50 with drill on it, additions, parts of it, etc.
- First.*—COMPOSITION.—With Part II.
- READING.—Hard words studied phonically and meaning explained, these used in independent sentences. Lesson. Read.
- ARITHMETIC.—Number 10, additions, subtractions, parts, etc.
- WRITING.—Analyze M.

The next day some of these subjects are changed; thus grammar is studied at the same hour that composition was taken up. Geography gives place to history. Writing to drawing.

By this plan each day's lessons are recorded and the book in which these are kept becomes a valuable help for the teacher. This is for an ungraded school.

Manitou, Manitoba, Can.

L. E. O. PEMENT.

NOTE: "Lit." is the abbreviation for literature.

During the past two years I have received, through the various teachers' agencies of several of the leading cities of the North, several hundred applications from graduates of the leading colleges and normal schools of Ohio, New York, Pennsylvania, and several other states. Not more than one out of ten of the applicants for the position of primary teacher could write even a "passable" hand. Not one in fifty of them would be fit to teach the principles of penmanship to beginners. In a great majority of instances the applications were not only poorly written, but poorly spelled and more poorly composed. Why is it that schools of reputation will give diplomas to young women who cannot write a letter? Several gentlemen with a string of "B. S.'s," "A. B.'s," and "A. M.'s" after their names have informed me in miserable scrawls that they desired to hold the "Proff. of Mathematics" in my school!

I do not hold a school responsible for its students, but is it not fair to hold an institution responsible for its graduates? How long will teachers, professors, and school agencies continue to recommend worthless men and women to institutions wanting good teachers? It may be that some state normal schools send out primary teachers who can teach penmanship, but as yet I have failed to receive an application from such a teacher.

Jasper (Fla.) Normal Institute.

J. M. GUILLIAMS.

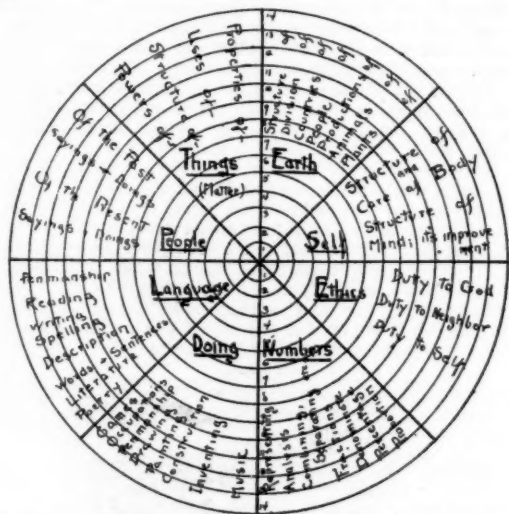
I should like your views on the subject, "What shall be the basis of classification?"

A. H. H.

Jackson, Ala.

The old idea was that pupils were to be classified in accordance with their knowledge of numbers and language. Those that could read pretty well went into the Fourth Reader. In most city public schools the basis of classification was laid in numbers; those who could work in the four rules went into the Fourth class; those who could do fractions still higher, and so on.

But thinking teachers had long felt that this was a bungling, mechanical method, and there has been much study by some to find a better basis. More than ten years ago this matter was taken up seriously by the editors and the following scheme planned out. It is the "all around" basis; it is represented in this:



The circles may represent years. It provides for Expression—1 Doing, 2 Language, 3 Numbers; for Knowledge—4 Self, 5 Earth, 6 People, 7 Things, 8 Ethics. The circles may represent grades; the tenth circle may represent the tenth year of life or tenth grade.

The problem before the American teacher is what should the child of ten years, for example, know of Self, Earth, People, Things, and Ethics, and what power of expression should be in doing, Language and Numbers? This is an unknown field mostly.

When this plan was published but little had been done in Doing, for example, but many of the schools of this city make doing (including drawing, penning, gymnastics, modeling, paper cutting, cardboard work, tool work, etc.), an important part of the child's education. Things (physics and chemistry) is also considerably studied. Ethics has come in quite perceptibly within five years. Earth (botany, zoology, geology, and meteorology) has much attention.

The point is that other subjects beside language and numbers have entered the school-room.

Please oblige my class in civil government by telling them through your "correspondence column" what is meant by *Vest Pocket Veto*.

Z. D. M.

When Congress is in session if the president does not sign a bill within ten days after it is sent to him, it becomes a law without his signature. But at the very end of a session, if it is sent to him less than ten days before Congress adjourns; he may keep it, or put it in his pocket, as it were, and say nothing about it, in which case the bill is "pocketed," and never becomes a law.

Where can I get some good work on the word-method of teaching reading?

TEACHER.

Address the secretary of school board, Boston, Mass., for a pamphlet especially prepared on this subject.

To the Editor of THE JOURNAL:—I would like to add my mite of testimony to the article written by "An Earnest Teacher" in your April number, on having the important historical facts of a country taught in connection with geography. I have always felt that the two studies should go hand in hand. I have taught and waited many years for such a book.

When will it come?

ANNA L. COFFIN.

Newburyport, Mass.

What is the capital of Oklahoma?

Guthrie is the capital of Oklahoma. The legislature of the territory has made several attempts to change it, but the bills were vetoed.

Important Events, &c.

Selected from OUR TIMES, published by E. L. Kellogg & Co.; price, 50c. a year

Mutsu Hito, Mikado of Japan.

Mutsu Hito, the mikado or emperor of Japan, whose portrait appears below, bears the distinction of belonging to an uninterrupted succession of rulers extending back 2,552 years, or to 660 years B. C. The founder of the line, Zinmu, was contemporary with Nebuchadnezzar. The present mikado is the 125th member of his family to wield the scepter. The extent of the authority of the mikados during this long period has varied somewhat. The supreme authority was usurped by the general of the army (shiogun) in 1193. This high officer was afterwards known to Europeans as the temporal emperor, and to the mikado they assigned purely spiritual functions; but the Japanese themselves recognized one sovereign only, viz., the mikado who held his court at Miako, while his rival at Yedo acted as real sovereign at the safe distance of 300 miles. The situation thus became about like this: The shiogun governed, but did not reign; while the mikado reigned, but did not govern.



In 1638 Christianity was suppressed and the most rigid laws against the admission of foreigners enforced. From this time on, no foreign vessels could touch at Japanese ports. In 1853 Commodore Perry steamed into the harbor of Yokohama with a squadron of U. S. war-vessels and extorted a treaty from the frightened shiogun. After 216 years of isolation, Japan once more entered the family of nations. Treaties were soon made re-opening certain ports to other nations.

The shiogun gave deadly offense, however, to the nobles and the people by signing the Perry treaty, especially without the consent of the mikado. For ten years the policy toward foreigners was one of assassination and deadly hatred; but after one of their cities had been bombarded by an English fleet they began to appreciate the power of the despised foreigners, and to wish to be like them. The tide of popular feeling turned in favor of the mikado; a short civil war broke the power of the shiogun. The mikado

resumed supreme authority in 1867 in the person of Mutsu Hito, who was then fourteen years old. Since then one innovation has followed another until Japan has become known as the most progressive nation of the East. The government is now organized partly on the French imperial system. All matters of high importance are decided by the great council and the mikado; but ordinary questions are left to the ministers, individually or in cabinet. An elective parliament has lately been added.

CASTLE GARDEN TO BE AN AQUARIUM.

An old historic building in New York city (Castle Garden) is about to be used for an aquarium. During its existence it has been a fort, an amusement hall, and a depot of immigration. The last legislature passed a bill allowing the city to use \$150,000 for the aquarium. The interior of each tank will be a miniature of the sea or lake or river bottom of the fish that is swimming there. The rocks and plants in it, the sand or dirt at the bottom, will be such as one would find were he to descend to the home of the particular fish he is looking at. Each tank will thus be an accurate study, and will afford those who come to see New York's great aquarium something more than amusement. While all the fish will be in full view most of the time, there will be in each tank a retiring place where the fish may go when it is weary of swimming about in the light.

The pools will be the great feature of the aquarium. In the circle of pools will be sharks and many other fish of the large and dangerous types. In the central pool there will be a grampus whale, not of the largest size, of course, but big enough to be very impressive. This whale will be a spouter. From the roof and over the tanks and in the unoccupied floor space will be skeletons and stuffed specimens of all kinds of huge and unusual fish and sea animals, both extant and extinct. These will form about the only decorations to the hall.

WELLINGTON, KAN., WRECKED BY A STORM.

Early in the evening of May 27, a wind storm passed through Wellington, Kan., a town whose population is estimated at 12,000. Most of the buildings in the most thickly populated part of the place were wrecked. The number destroyed runs into the hundreds, and the loss of life is very great. The gas works were overturned and an explosion was followed by the igniting of the structure. This fire spread in all directions. The electric light plant was wrecked at the same time, so that the town was left in darkness except for the fire, and the work of rescue of those who were buried beneath the ruins of the buildings had to be carried on by the meager light of lanterns.

IOWA'S GIFT TO RUSSIA.—The cargo of the British steamer Tynehead, Iowa's gift to the famine sufferers of Russia, was unloaded at Riga. It required 310 cars to carry the steamer's cargo. They were run as express trains, and as soon as loaded were started for the distressed provinces.

MEN WHO FERRIED WASHINGTON OVER THE DELAWARE.—Gov. Abbott, of New Jersey, has received notice from Gov. Russell that he approves the appropriation of \$2,500 made by the Massachusetts legislature for the purpose of erecting at the doorway of the Trenton Battle Monument a statue of a soldier of Colonel Glover's regiment from Marblehead. These were the men who ferried Washington and his army over the Delaware river at McKonky's ferry.

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Teachers may derive great benefit in the conduct of their own schools by studying the educational systems of other countries. England, as being the mother of many of our institutions, but having a school system so different in many respects from ours, is an attractive field to study. One can get a good idea of the condition of our class of school in that country from *Studies in Secondary Education*, edited by Arthur H. D. Acland, M. P., honorary fellow of Balliol college, Oxford, and H. Llewellyn Smith, M. A., B. Sc., secretary of the National Association for the Promotion of Technical and Secondary Education, with an introduction by James Bryce, M. P., professor of civil law in the University of Oxford. While secondary schools in England have made considerable progress in the past few years, they have not kept pace with primary and higher schools. In 1868, the year an educational commission's work was performed, secondary schools were found to be deficient in quantity, unsatisfactory in quality, and without organic relation to the schools above and below them. The changes that have taken place have been shown in this book, by two methods: (1) following the course of legislation and administration since 1868, and (2) selecting certain districts, as far as possible typical districts, and describing the condition of secondary schools in them. The program of reform outlined by the commission in 1868 is still very far from being filled up. The testing of the secondary schools to see how far they meet the actual needs of the community is done with much care and judgment. It is found that the schools want more money, better organization, and that the public need to be roused from their apathy in regard to them. The book is likely to aid in bringing about many of the reforms the need of which is so clearly pointed out. (Macmillan & Co., New York. \$1.75.)

It has been found by experience that Cæsar, especially in certain passages, is one of the most difficult Latin authors to read. To plunge the young pupil into these difficulties without any preparation is therefore unwise. William C. Collar, headmaster of the Roxbury Latin school, has become so impressed with this thought that he has prepared a little book, *The Gate to Cæsar*, which represents the way in which he believes this author should be studied. First there is a simplified text that has been very carefully prepared with especial reference to the needs of the young students. Then follows the complete text, notes on both texts, exercises on the simplified text, a vocabulary, and an etymological vocabulary. There is a frontispiece showing a profile

of Cæsar, and a map of the campaign of B. C. 57. (Ginn & Co., Boston. 40 cents.)

Of late years the taste for short stories has greatly increased and the number of writers of them have increased accordingly. A few of these are artists in their line, combining nice proportion, exactness of description, and liveliness of style in their stories. Among the latter may be classed Elizabeth Cavazza, the author of *Don Finimondone: Calabrian Sketches*. They are pictures of Italian life and deal with interesting incidents, though they do not partake in the least of the sensational. The author is particularly successful in portraying Calabrian peasants. She appreciates their thoughts and feelings and does not allow the romance that surrounds them to escape her. It is several years since the story entitled "A Calabrian Penelope" was published in the *New Princeton Review*. It was seen at once that a story-teller of great power had appeared. This and the other stories in this volume concern themselves with "life among the lowly" with the exception of a patrician sketch that is added by way of contrast. The book belongs to the Fiction, Fact, and Fancy series, edited by Arthur Stedman. (Charles L. Webster & Co., New York. Cloth, 75 cents.)

No. 109 of the Humboldt Library consists of essays on the *Moral Teachings of Science*, by Arabella B. Buckley. The titles of the essays are "Scientific Aspect of the Universe and its Laws," "Bearing of the Theory of Natural Selection upon the Question of Morality," "The Argument from Plant Life," "Dawnings of Morality in Animal Life," "Self-Regarding Arguments for Moral Conduct," and "True Morality, its Origin, and its Bearing on the Question of Immortality." The author is well known for her charming books on science for the young. These essays show that her hand is no less skilful in treating of the higher aspects of science. (Humboldt Publishing Co., 19 Astor place, New York. 15 cents.)

The author of *Quizzism and its Key*, A. P. Southwick, has just published another book on the same plan which he calls *Wisps of Wit and Wisdom; or, Knowledge in a Nutshell*. The volume contains 601 questions and answers on all sorts of topics, including politics, language, history, art, literature, etc. It represents a vast amount of labor in collecting information and much judgment in separating the wheat from the chaff so as to present nothing but what is valuable and interesting. In the 265 pages in the book there is much rare and curious knowledge, which one might have to search a long time for elsewhere. For one's leisure hours these pages will furnish very entertaining reading; while for reference their worth will surely be appreciated. (A Lovell & Co., New York. \$1.00.)

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